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ABSTRACT

This thematic unit involves kindergarten and 1st grade students in the production of a theatrical performance based on the folktale, "The Little Red Hen." The interdisciplinary unit connects knowledge related to theater arts, art, language arts, music, applied mathematics, social studies, and science. Students visit a local theater and prepare their own performance by picking out props, designing costumes, painting scenery, deciding on characters, learning a song, and making invitations. In related activities, students learn about farm animals, investigate seeds, and make bread and butter. Each of 31 lesson activities includes a statement of purpose, a list of needed materials, a time frame, and learning goals. Assessment information is given. A unit overview, preparation information, a bibliography, and reproducible student sheets are provided. (MM)

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the little red hen

Bringing a Folktale to Life

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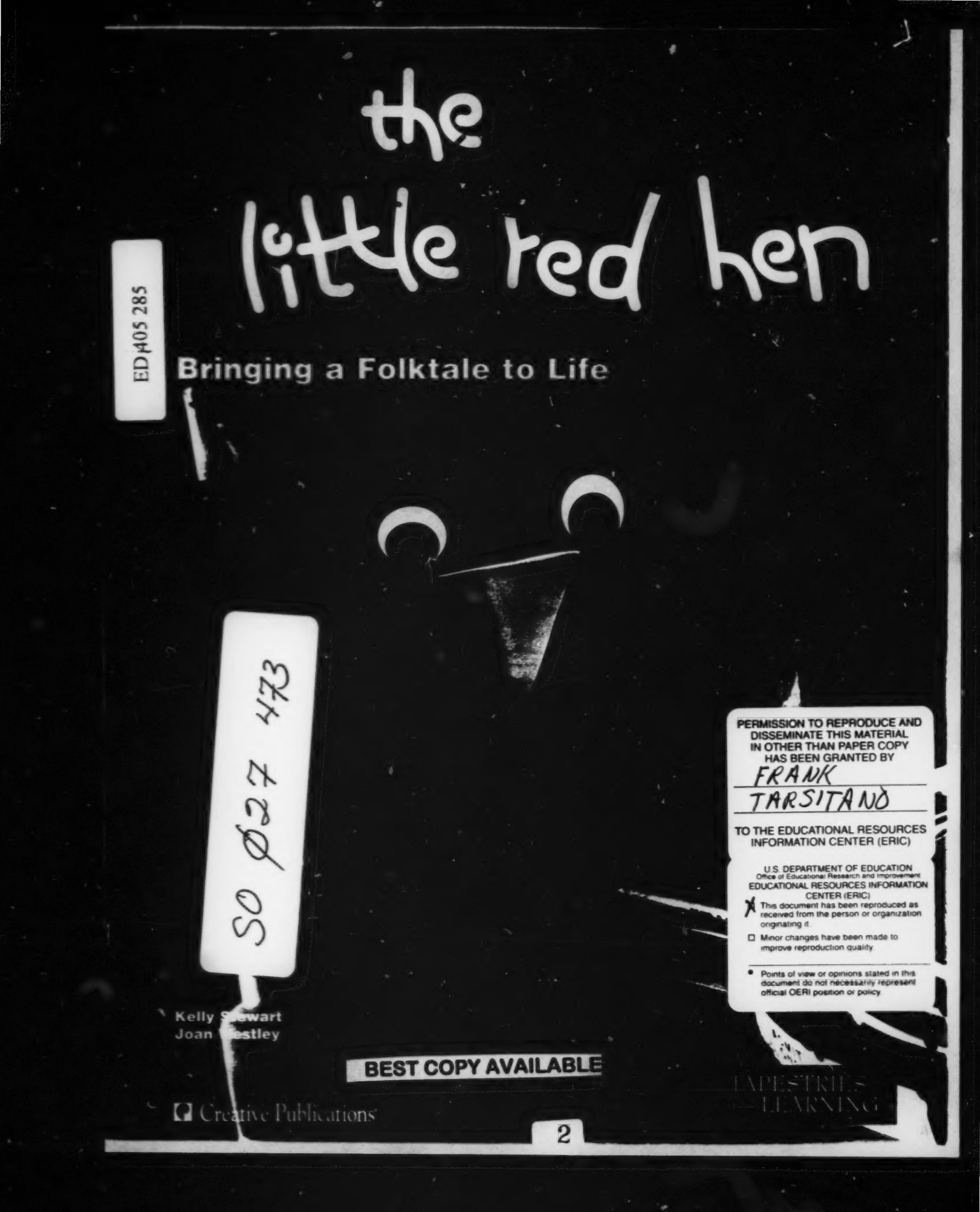

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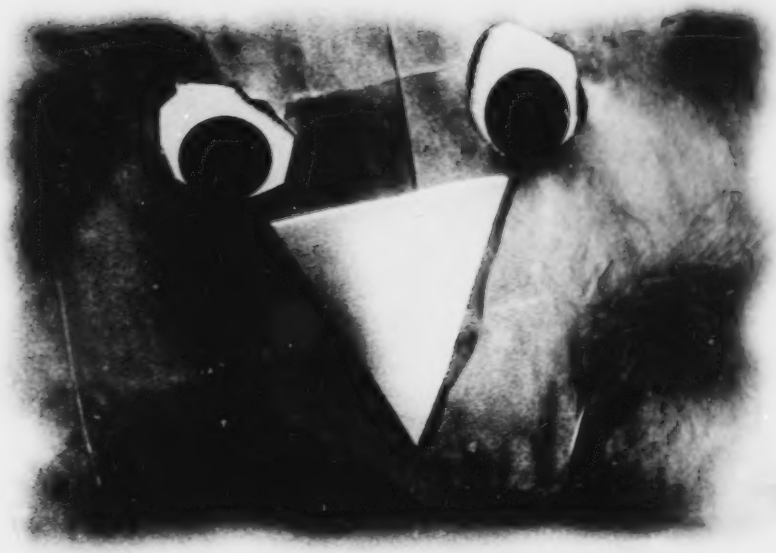
Grades K/1

the little red hen

Bringing a Folktale to Life



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TAPESTRIES of LEARNING

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Foreword

Learning in infants and young children manifests itself as a determined effort to make sense of the world through the identification of connections and patterns. It is an active, engaging, and wholly satisfying process.The philosophy of the **Tapestries for Learning** series is rooted in a firm belief in the power of this sort of active meaning-making on the part of all learners, no matter their age. We believe that contextual learning that connects the disciplines and highlights the connections between them is most meaningful and memorable to students.

We are indeed in good company. Many teachers have felt for years that integrated topic-based learning is powerful and worthwhile. They have seen the lasting impression this type of learning has on their students. But they also know that developing high-quality integrative curriculum requires an enormous commitment of time in research and planning.

As we developed the Tapestries series, our goal was to provide teachers with complete, ready-to-use, topic-based units full of rich contextual learning experiences. We felt the tapestry metaphor was apt. Each unit is an intricate weaving of many strands and textures, out of which emerges a rich and detailed image and understanding of the topic.

We hope you and your students enjoy these units as much as we have enjoyed creating them for you!

Joan Westley and Heather McDonald
Tapestries for Learning™ series developers

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About Tapestries for Learning™

Leaders in business and industry have long voiced the concern that many students finish school lacking the problem-solving skills required to be strong contributors to the work force. While graduates may have learned facts and discrete pieces of content, they lack the ability to (1) use the full range of available resources to find answers *(inquiry)*, (2) assimilate information and ideas and apply them to new contexts in creative ways *(thought)*, and (3) present information and ideas in ways that others can understand *(communication)*.

The goal of the **Tapestries for Learning** series is to cultivate powerful, active, life-long learners who are capable in all three of these areas. In each unit, students are expected to think independently, identify and use resources, pursue inquiries, analyze and synthesize information, and share their ideas effectively with others. These overall learning goals that bridge the curriculum areas are the central focus of the Tapestries learning experiences.

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INQUIRY In each unit in the series, students gather information from the world around them through reading, doing research, making observations, and listening to speakers. Knowing how to gather information effectively (locating information in reference books, for example) is an important focus of the units. Much of the content learning in Tapestries springs from studies conducted by the students. In this way, students become responsible for much of their own learning. The teacher's role throughout the units is that of facilitator rather than dispenser of knowledge.

Before you start any unit, you will want to visit the school or public library to gather a variety of books and other resources related to the unit topic (see Stock Your Shelves, page T10). These resources will be available to students for research, as well as for use during Independent Reading Time. Selections from the list can also be read aloud. The importance of immersing students in fiction and nonfiction related to the unit cannot be overstated.

THOUGHT The Tapestries series nurtures children's natural thoughtfulness and inventiveness by providing learning activities in which students actively organize their thinking and construct deeper meanings from the information they collect. The expectation for higher-order thinking and problem solving is high, but lessons are presented in such a way that students can approach the learning from many developmental levels, allowing them to grow in understanding no matter where their starting point may be.

COMMUNICATION Students have many opportunities to express themselves through writing during the course of a Tapestries unit. Creative writing, expository writing, written descriptions of solution strategies, poetry, persuasive writing, and book reviews are some examples of the experiences they will have. Oral presentations are an important focus as well. Students will be asked to share their thinking in small groups and to present research or survey results to the class.

Basic Skills

Embedded in the Tapestries lessons are opportunities for students to practice basic skills appropriate for their grade level. Because the skills are tied to projects or investigations in which they are actively engaged, students more often understand the need for a skill, are more interested in learning it, and more quickly develop mastery of it than when it is presented in isolation. They may even seek your assistance to learn a new skill that will help them in their explorations.

The clinic system As you observe a class working on a project or investigation, you may identify students who need help with a basic skill. In these situations, you can "call a clinic" for those students during independent work time. For example, during a project in which students create maps, you might call a clinic on using a map scale. During the clinic, you could present a review of the skill and provide a short practice activity. Students can then apply the skill to the project or investigation

that produced the need for it. Look for clinics tied to specific activities throughout the Tapestries units.

Record keeping As students work on the activities in this book, you may wish to keep records of their performance on observed skills. A handy tool for recording student mastery of key grade-level skills is *The Essential Skills Assessment System* (Creative Publications). The system works especially well with project- or topic-based teaching such as **Tapestries for Learning** because it allows you to record what students show they can do as they work on activities that are meaningful to them.

Performance Assessment

In each Tapestries unit, several activities present opportunities for performance assessment. These activities provide information about how students think through a complex, open-ended task and how they communicate their ideas so that others can understand them. The assessment activities tend to mirror the workplace, where it is often up to the individual to decide exactly how to approach and organize a task.

For these activities, it is important to introduce the task clearly but avoid suggesting ways to go about completing the assignment. This will allow you to see how individual students approach the work. In your introduction you'll also want to let students know the criteria on which you will evaluate them. Assessment criteria are given with each of these activities, along with a holistic scoring rubric that gives descriptions of low, medium, and high responses specific to each task. Many of the tasks in the assessment activities are difficult, but all students should be able to respond in some way. As students gain experience with open-ended tasks and gain confidence in their own thinking, their performance is likely to improve.

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Unit Overview

In this unit, students become members of a theater cast as they take a folktale, "The Little Red Hen," to the stage. Students visit a local theater, discovering the secrets behind putting on a performance. In preparation for their play, they pick out props, design costumes, paint the scenery, decide on characters, learn a song, and make invitations. The folktale becomes a springboard for other activities, as well. Students learn about farm animals, investigate seeds, and make bread and butter. Throughout the unit, students learn to cooperate as they work together toward the culminating event, the big show.

Several learning strands run through this unit. Here is a summary of the subtopics the unit addresses:

- studying a folktale
- learning about farm animals
- finding out how foods are made
- producing a play
- cooperating with others

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Curriculum Web

As students become involved in producing the play and learning about the folktale "The Little Red Hen," they develop a number of important skills. This web of the unit highlights these skills by curriculum area.

Scheduling the Unit

This unit can be completed in a six-week period during which two to three classroom hours are spent each day on the activities. An approximate time frame, stated in class sessions, is given for each activity. A session is assumed to last 30–45 minutes. A calendar showing how the activities might be scheduled in a six-week period is shown on the next page. Of course, you may prefer to do the unit in a longer or shorter time period, to add to or select from the activities, or to change the sequence of activities. You can use the calendar as a starting point and adapt the unit to your teaching situation.

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Unit Calendar

Ongoing Project

Week 1	**Not I!** **On the Farm**	**Farm Animal Number Books** → **The Order of Things**	**Hooked on Books**	**My Little Dictionary**	**The Red Hen Again, Phase I** → **Riddle Me This**
			Independent Reading	Read-Aloud Time	Read-Aloud Time Independent Reading
Week 2	**Numbers, Please** (Assessment) **The Red Hen Again, Phase II** →	**Farm Stories** **The Red Hen Again, Phase III**	**Seed Search and Sort, Phase I** →	**Seed Search and Sort, Phase II** **Onstage at a Theater, Phase I** →	**Onstage at a Theater, Phases II and III**
	Read-Aloud Time Independent Reading				
Week 3	**Charades** **Seeds to Plants, Phase I**	**Farm Animal Skits** (Assessment) →			
	Plant Journals Read-Aloud Time Independent Reading				
Week 4	**Seeds to Plants, Phase II** (Assessment)	**Casting Decisions** → **Invitations**	**The Script**	**In Costume** →	**Closing Song**
	Plant Journals Read-Aloud Time Independent Reading				
Week 5	**Painting the Scenery** → (Assessment)	**Picking the Props**	**Rehearsal Time**	**It's a Grind** **Bread All Around**	**Shake and Bake, Phases I, II, and III** **Star Pictures**
	Plant Journals Read-Aloud Time Independent Reading				
Week 6	**Rehearsal Time**	**Setting Up Seats**	**Selling Refreshments** →	**Rehearsal Time**	**The Big Show** **Looking Back**
	Plant Journals Read-Aloud Time Independent Reading				

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Preparation Alert

This section looks ahead to special materials, preparation, or preplanning you should know about before beginning the unit.

Field Trip

If you have access to a theater within field-trip distance, Onstage at a Theater (page 21) gives students a sense of what happens at a theater. Schedule the trip early in the unit. Request a tour of all areas of the theater and ask to see some some demonstrations, if possible, of lights, scenery changes, stage makeup, and so on. The more students can experience, the better their understanding will be. Arrange for several parent volunteers to accompany the class.

The Posters

Display the posters throughout the unit. Use "1, 2, 3, . . .What Do You See?" to introduce farm animals and to build students' number skills. Ask questions such as *How many pigs are there? How many more geese are there than horses?* The "Theater Tour" poster will be beneficial if a field trip to a local theater is not possible. Students can discuss the different areas of a theater and what happens in each area.

Planting Seeds

For the activity Seeds to Plants (page 25), you will need an empty milk carton, cut off to make a planter, for each student. You will also need three lima bean seeds per student.

The Play

The unit culminates in the students' production of "The Little Red Hen." Arrange for a location ahead of time. You may wish to use a larger space (the gym or the cafeteria), depending on how many guests you invite. Plan for someone to set up seats ahead of time.

Making Costumes

In the activity In Costume (page 38), students use paper grocery bags to make masks depicting their characters. Volunteers can bring bags from home, and you may want to supplement the supply. Be sure there is at least one bag for each student plus some extras. Students will need a variety of art supplies to decorate the masks. Here are some examples:

- craft feathers
- construction paper
- fabric swatches
- tissue paper
- felt
- cotton balls

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Painting Scenery

As a backdrop students will sketch and paint a farm scene. (See Painting the Scenery, page 41.) Decide how large your scenery will be. Then tape strips of butcher paper together to form the background. Do this ahead of time and carefully roll up the paper to store it. During the activity, rearrange tables and chairs to give children enough space to work or find another area of the school to use temporarily. After the paint has dried, roll up the backdrop and store it until rehearsal time.

Making Props

In Picking the Props (page 45), students will decide what props they need. Start collecting supplies so students can make the following props if needed: seeds, wheat shafts, hoe, watering can, sack of flour, mixing bowl, spoon, oven, bread pan, loaf of bread.

Making Bread

A highlight of this unit will be when students actually make bread and butter. For Shake and Bake (page 50), make arrangements ahead of time to use an oven. Remember not to schedule the oven too early—students need time to prepare the dough and let it rise. Here is a list of the supplies you'll need for each group of four students to make one loaf of bread and one container of butter:

Cooking Supplies for Bread

- large mixing bowl
- 2 spoons
- measuring spoons (1 tablespoon and $\frac{1}{4}$ teaspoon)
- measuring cups ($\frac{1}{2}$ and 1 cup)
- plastic wrap
- waxed paper
- $5\frac{3}{4}$" x $3\frac{1}{4}$" x 2" bread pan
- knife to cut bread

Ingredients for Bread

- 1 package yeast
- 1 tablespoon sugar
- 1 tablespoon vegetable oil
- $\frac{1}{2}$ cup milk
- $\frac{1}{4}$ teaspoon salt
- $1\frac{1}{2}$ to $2\frac{1}{2}$ cups flour

Cooking Supplies for Butter

- baby food jar or other container with tight lid
- knife to spread butter

Ingredients for Butter

- 4 tablespoons of heavy cream

The Kit

A special materials kit for this unit is available through the publisher. The kit includes:

- the book *The Little Red Hen*
- a tape of the song "De colores"
- a set of assorted farm animals

Stock Your Shelves

You'll want to stock your classroom library with a variety of books related to the unit so that students can pursue the topics during independent reading time and free time. Here is a list of books to start you off. Add any of your favorites not on this list.

The Little Red Hen

You will need three versions of this folktale so students can compare them and pick a favorite version. Here are some possibilities:

Barton, Byron. *The Little Red Hen.* New York: HarperCollins, 1993.

Galdone, Paul. *The Little Red Hen.* New York: Clarion Books, 1973.

Stobbs, William. *The Little Red Hen.* Oxford: Oxford University Press, 1985.

Zemach, Margot. *La gallinita roja.* Translated by Aida E. Marcuse. New York: Farrar, Straus and Giroux, 1992.

———. *The Little Red Hen.* New York: Viking Penguin Inc., 1986.

Activity Springboards

These books are incorporated into activities in the unit.

Aylesworth, Jim. *One Crow: A Counting Rhyme.* New York: J. B. Lippincott, 1988.
(Use with Farm Animal Number Books, page 5.)

Hoffman, Mary. *Amazing Grace.* New York: Scholastic Inc., 1991.
(Use with Casting Decisions, page 32.)

Hutchins, Pat. *Rosie's Walk.* New York: Collier Books, 1968.
(Use with The Order of Things, page 7.)

McCully, Emily Arnold. *Speak Up, Blanche!* New York: HarperCollins Publishers, 1991.
(Use with Painting the Scenery, page 41.)

Morris, Ann. *Bread, Bread, Bread.* New York: Lothrop, Lee & Shepard Books, 1989.
(Use with Bread All Around, page 49.)

Books About Farm Animals

Alonso, Fernando. *La gallina paulina.* Compton, California: Santillana Publishing Company, Inc., [no date].

Baker, Keith. *Big Fat Hen.* San Diego: Harcourt Brace & Company, 1994.

Brown, Margaret Wise. *Baby Animals.* New York: Random House, 1989.

———. *Big Red Barn.* New York: Harper & Row, 1989.

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Demuth, Patricia. *The Ornery Morning.* New York: Dutton Children's Books, 1991.

Dunn, Judy. *The Animals of Buttercup Farm.* New York: Random House, 1981.

———. *The Little Duck.* New York: Random House, 1976.

———. *The Little Lamb.* New York: Random House, 1977.

Duvoisin, Roger Antoine. *Petunia.* New York: Knopf, 1950.

———. *Petunia, Beware!* New York: Alfred A. Knopf, 1958.

Ehlert, Lois. *Color Farm.* New York: J. B. Lippincott, 1990.

Galdone, Paul. *Little Tuppen.* New York: Houghton Mifflin, 1967.

Gibson, Betty. *The Story of Little Quack.* Boston: Joy Street, 1991.

Hall, Nancy Abraham, and Jill Syverson-Stork. *Los pollitos dicen.* Boston: Little, Brown and Company, 1994.

Heine, Helme. *Friends.* New York: Macmillan Publishing Company, 1982.

Himmelman, John. *A Guest Is a Guest.* New York: Dutton Children's Books, 1991.

Kightley, Rosalinda. *The Farmer.* New York: Macmillan, 1988.

King-Smith, Dick. *Cuckoobush Farm.* New York: Greenwillow Books, 1987.

Kunhardt, Edith. *Which Pig Would You Choose?* New York: Greenwillow Books, 1990.

Lindbergh, Reeve. *Benjamin's Barn.* New York: Dial Books for Young Readers, 1990.

———. *The Midnight Farm.* New York: Dial Books for Young Readers, 1987.

———. *There s a Cow in the Road!* New York: Dial Books for Young Readers, 1993.

Lloyd, Megan. *Chicken Tricks.* New York: Harper & Row, Publishers, 1983.

Manson, Christopher. *A Farmyard Song.* New York: North-South Books, 1992.

McPhail, David. *Farm Morning.* San Diego: Harcourt Brace Jovanovich, 1985.

Miller, Jane. *Farm Alphabet Book.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1983.

———. *Farm Counting Book.* New York: Simon & Schuster, 1983.

———. *Farm Noises.* New York: Simon and Schuster Books for Young Readers, 1989.

Pearson, Susan. *Well, I Never!* New York: Simon and Schuster Books for Young Readers, 1990.

Pearson, Tracey Campbell. *Old MacDonald Had a Farm.* New York: E. P. Dutton, Inc., 1984.

Pizer, Abigail. *Penelope Pig.* Minneapolis: Carolrhoda Books, 1989.

Provensen, Alice and Martin. *Our Animal Friends at Maple Hill Farm.* New York: Random House, 1974.

———. *The Year at Maple Hill Farm.* New York: Atheneum, 1978.

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Quackenbush, Robert. *Old MacDonald Had a Farm.* Philadelphia and New York: J. B. Lippincott Company, 1972.

Rojankovsky, Feodor. *Animals on the Farm.* New York: Knopf, 1967.

Tafuri, Nancy. *This Is the Farmer.* New York: Greenwillow Books, 1994.

Books About the Theater

Berenstain, Stan. *The Berenstain Bears Get Stage Fright.* New York: Random House, 1986.

Cohen, Miriam. *Starring First Grade.* New York: Greenwillow Books, 1985.

Ernst, Lisa Campbell. *When Bluebell Sang.* New York: Bradbury Press, 1989.

Freeman, Don. *Hattie the Backstage Bat.* New York: Penguin Group, 1988.

———. *Will's Quill.* New York: Viking Press, 1975.

Giff, Patricia Reilly. *The Almost Awful Play.* New York: Viking Press, 1984.

Goffstein, Brooke. *An Actor.* New York: Harper & Row, Publishers, 1987.

Greenfield, Eloise. *Grandpa's Face.* New York: Philomel Books, 1988.

Holabird, Katharine. *Angelina on Stage.* New York: Clarkson N. Potter, Inc., Publishers, 1986.

Isadora, Rachel. *Opening Night.* New York: Greenwillow Books, 1984.

Johnson, Dolores. *The Best Bug to Be.* New York: Macmillan Publishing Company, 1992.

Johnston, Johanna. *Speak Up, Edie!* New York: G. P. Putnam's Sons, 1974.

Leedy, Loreen. *The Bunny Play.* New York: Holiday House, 1988.

Maiorano, Robert, and Rachel Isadora. *Backstage.* New York: Greenwillow Books, 1978.

McCully, Emily Arnold. *The Evil Spell.* New York: Harper & Row, Publishers, 1990.

———. *Zaza's Big Break.* New York: Harper & Row, Publishers, 1989.

Oppenheim, Joanne. *Mrs. Peloki's Class Play.* New York: Dodd, Mead & Company, 1984.

Schwartz, Harriet Berg. *Backstage with Clawdio.* New York: Alfred A. Knopf, Publisher, 1993.

Tryon, Leslie. *Albert's Play.* New York: Atheneum, 1992.

Williams, Barbara. *Donna Jean's Disaster.* Niles, Illinois: Albert Whitman & Company, 1986.

Tapes for the Listening Center

The Little Red Hen by Paul Galdone.

Petunia by Roger Antoine Duvoisin.

Petunia Beware! by Roger Antoine Duvoisin.

Rosie's Walk by Pat Hutchins.

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Not I!

Activity
listening to a story and recalling information

Preparation
Obtain a copy of the folktale "The Little Red Hen," or use the book available in the kit for this unit.

Materials
chart paper

Time Frame
1 session (about 30 minutes)

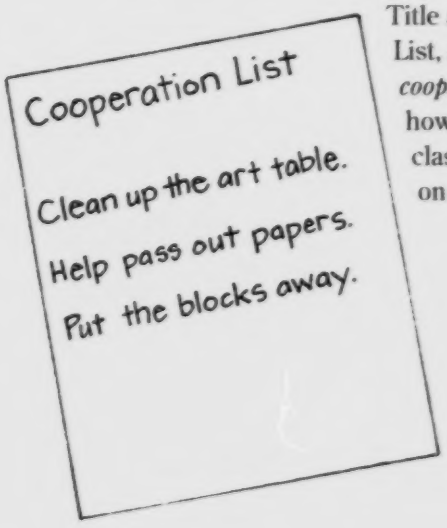
Learning Goals
- listening to a folktale
- recalling details of a story
- discussing character, setting, plot, and moral

Won't anyone help the little red hen? Students learn about cooperation as they listen to and discuss this favorite folktale.

Reading and discussing Gather the students together and read "The Little Red Hen" to them. Invite students to join in on the choruses of "Not I."

Who are the characters in the story we just read? Where does the story take place—what is the setting? What happens in the story—what is the plot?

Tell students that some stories have a moral: something people are supposed to learn from reading or hearing them. *What do you think was the moral of "The Little Red Hen"?* Let students discuss their ideas. If they're not sure, ask, *What did the animals learn in the story? If the animals had helped the little red hen, how might the story have ended differently? Was it fair that the little red hen didn't share her bread with her friends?* Let students explain their thinking.



Title a piece of chart paper Cooperation List, and ask students to tell what *cooperation* means. Then ask students how they can help you out in the classroom and at home, and make a list on chart paper of their suggestions.

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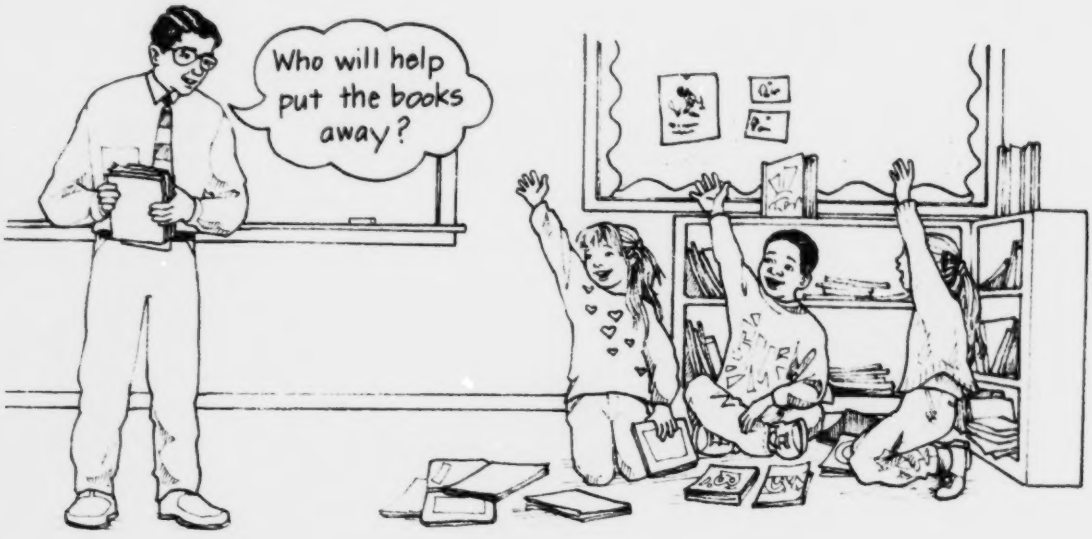
Tell students that from time to time you'll refer to the Cooperation List and ask for help, just as the little red hen did. Throughout the unit, find opportunities to ask students to help you do a task by using the words "Who will help me...?" Students can respond with "I will!"

Looking ahead Explain to the students that over the next few weeks, they will hear another version of "The Little Red Hen," do activities related to the story, and even plan and perform a stage production of the folktale.



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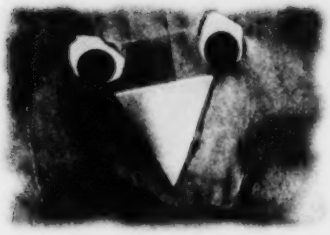


On the Farm

Activity
creating a bulletin board

Preparation
Gather fiction and nonfiction books about farm animals. See the bibliography on p. T10 for help getting started. Prepare a bulletin board farm scene with barn and fields. Leave enough space to post students' animals. Make 1 copy of Farm Animal Name Cards (pp. 59–60). If you do the Clinic, make 1 copy of Farm Animal Cards (pp. 61–62).

Materials
unlined paper, crayons, scissors, tape or tacks, lightweight cardboard and glue (for the Clinic)

Time Frame
1 session

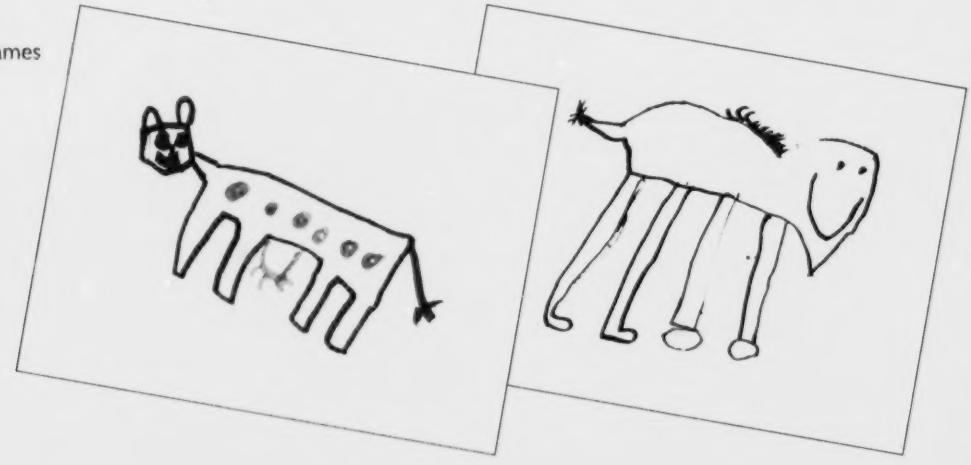
Learning Goals
- naming farm animals
- getting information from pictures
- drawing animals
- reading animal names
- counting

Old MacDonald had a farm, as we all know. How many animals can be found on the farm? Students draw a variety of farm animals for a bulletin board display.

Sing-along Gather students together to sing "Old MacDonald Had a Farm." Have them take turns suggesting different animals as you go through several verses of the song.

Drawing animals We have just sung about different farm animals. *Pick a farm animal you'd like to draw (it can be from the song, but it doesn't have to be). When you're finished drawing, cut out your animal. We'll put them all on our farm animals bulletin board.*

Show students the books you've collected for this unit and explain that they may use them for help in drawing the animals. You may want to distribute a stack of books and have students practice looking through them for pictures of an animal you name, such as a goat. Some books will be about other topics and can be quickly rejected. Others may require a page-by-page search. When students find a picture of the animal, talk about how the picture can help them draw the animal (where the horns are, how long the legs are, the shape of the ears, and so on). Then give students time to do their drawing.



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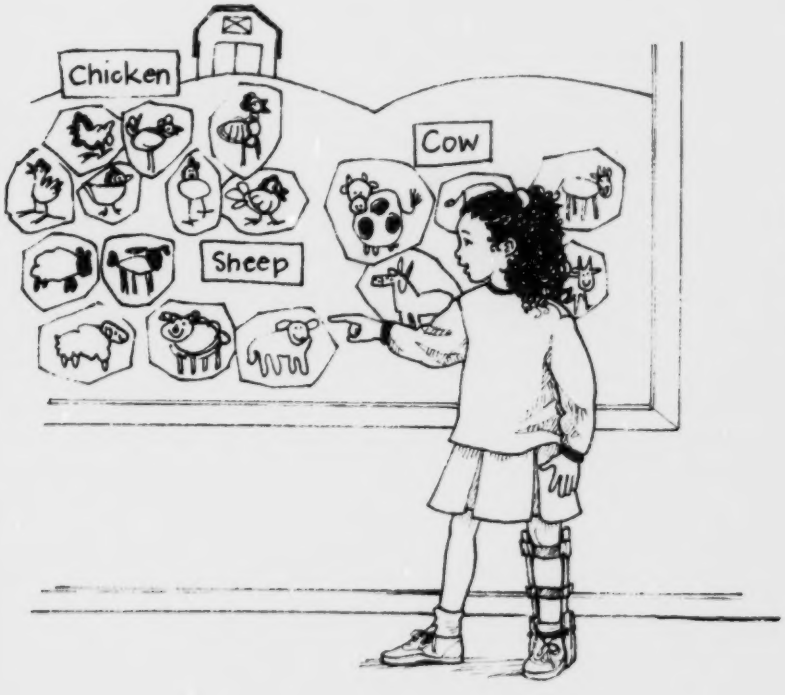
On the bulletin board As students finish a drawing, have them come to the bulletin board one by one and tell you where to post their animal. Similar animals should be grouped together. When you add a new animal to the bulletin board, help the student look through the Farm Animal Name Cards and choose the one to post with the picture. As the groups of animals grow, talk with students about how many animals are in some of the groups. After each animal is placed on the bulletin board, have the student pick another one to draw. Encourage the student to pick an animal that has not been made yet.



Clinic

Initial Consonants

Call a clinic for students who want to learn how to recognize farm animal names. Glue a copy of Farm Animal Cards (pp. 61–62) to a piece of cardboard. Cut out the cards and then cut each card in two pieces to make a jigsaw puzzle, separating the pictures and the words. Students can mix up the puzzle pieces, then put them back together. Help students to focus on the initial consonant sounds as they work.

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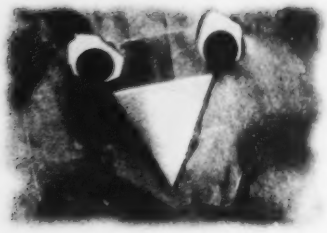

Farm Animal Number Books

Activity
making a number book showing the numbers 1 to 10

Preparation
Obtain a copy of *One Crow: A Counting Rhyme* by Jim Aylesworth. Make copies of Number Book (p. 63), 10 per student, plus a few extras.

Materials
unlined paper, crayons, yarn or a stapler

Time Frame
3 sessions

Learning Goals
- listening to a story
- counting and recording numbers
- writing animal names
- drawing animals
- ordering numbers

One cow, two goats, three pigs... What comes next? Students make a number book, showing the numbers 1 through 10 using farm animals.

Reading the story Gather students together and read *One Crow: A Counting Rhyme.* The book is in two sections, one describing a summer scene and the other a winter scene. Read both sections, letting students look at the illustrations and count with you as you count each animal.

Making the book Tell students that they each will make a number book similar to the book you just read. The first page of the book will show one animal, the second page will show two animals, and so on up to ten animals. Distribute the Number Book pages, and have students look at them. *For each page of your book, you'll draw the animal or animals. Then you can finish the sentence at the bottom of the page, "On my farm, I have ...," by writing the number and the name of the animal on the line. Then,*

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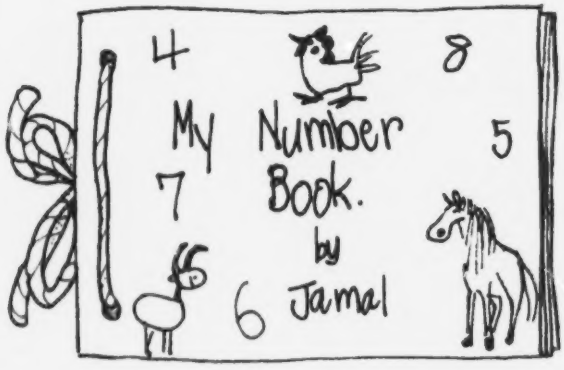
you'll fill in the squares in the bar to show how many. Use one page for each number. What animal will you use to show "one"? Give students time to draw and color their pages. Walk around and help students with their numbers and words as needed. They can use the bulletin board from On the Farm to help them write the animals' names.

Assembling the book When students are finished creating their pages, have them put the pages in order from 1 to 10. *What number comes first in your book? What comes next? Put your pages in order.* At this time, some students may realize that they are missing a number. Give them time to create pages for any missing numbers. Let students each make a special cover, and then help them use yarn or staples to bind the pages into books.Then they can add their books to the classroom book collection for others to enjoy.



Clinic

Writing Numbers

For students who have difficulty writing numbers, write the numerals 1 to 10 on the chalkboard, using green chalk to show where to begin and a different color to show where to end. Have students practice writing a few numbers to be sure they can use the colors to guide them.

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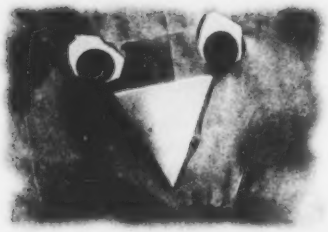


The Order of Things

Activity
putting story events in sequence

Preparation
Make copies of Sequence Cards (p. 64), 1 per student.

Materials
scissors, tape, "The Little Red Hen" book

Time Frame
1 session

Learning Goals
- recalling details of a story
- sequencing story events

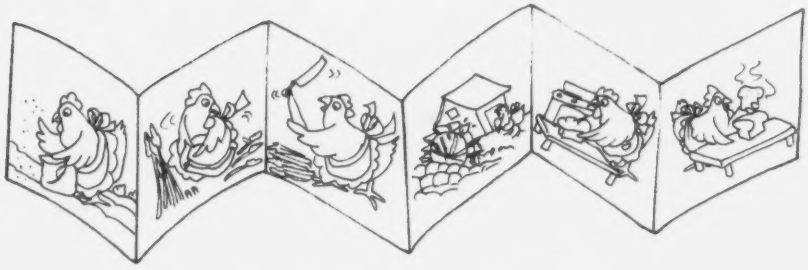
Students figure out the steps the little red hen takes to make her bread, and they make an accordion book showing the steps in order.

Rereading the story *Today you're going to listen to the story of "The Little Red Hen" again and pay close attention to how she makes her bread. Later I'm going to ask you to show the order of what needs to happen to turn a seed into bread.*

Reread the story, explaining any parts the students do not understand about how seeds are planted, harvested, threshed, ground into flour, and baked into bread and other foods. Define the words *harvesting, threshing,* and *grinding* in context as you talk. For example, *After the wheat is harvested, it is threshed to get the seeds out. If this is done by hand, people beat the stalks of wheat with special sticks to get the seeds to fall out.* Explain that today most of these steps are done by machines, but they are all still done, and in the same order as in the story.

Putting events in order Give students copies of the Sequence Cards and have them cut out the pictures. *Put the pictures in order to show how seeds can be turned into bread.*

Let the students work on putting the pictures in order. When they are finished, have them write numbers on the pictures to show the order. They can then tape the pictures together to form an accordion book.



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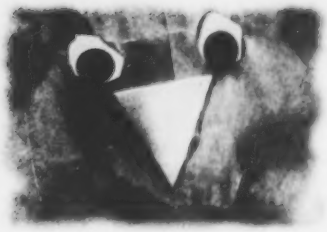

Hooked on Books

Activity
reading and listening to books

Preparation
Set up a Listening Center with books on tape related to the unit. Obtain a copy of the picture book *Rosie's Walk* by Pat Hutchins. Gather a collection of unit-related picture books and early readers for students to read or look at.

Materials
file folders, unlined paper, crayons

Time Frame
1 session, plus Independent Reading Time each day

Learning Goals
- listening to and reading books
- following directions
- selecting books on a given topic
- keeping a book record

Throughout the unit, students read and listen to books related to "The Little Red Hen." These include other folktales, books about farm animals, plays, and more. Students keep a personal record of their reading.

Reading the story Ask students to join you for a story about a hen and a fox. Before you start, tell them to watch carefully what happens to the fox. Then read *Rosie's Walk*, being sure to let students see the illustrations. *What happened to the fox? Is Rosie aware of what is happening? Why do you think the fox is following Rosie?* Read the story again, stopping to let students talk about what happens to the fox. Then have students recount Rosie's walk through the farm.

Walk like Rosie Tell students that, like Rosie, they are about to set out on a walk. Have a group of four students stand up. *Follow my directions as you go on your walk. Walk across the room. Crawl under a desk. Hop around a chair.* Give several more directions for students to follow. Give new directions to the next set of students. Be sure to include in your instructions prepositions such as *across, along, around, behind, below, beside, beneath, between, by, inside, off, on, outside, over, past, through, toward, under, up,* and *within.*

Giving directions After you have used the prepositions several times, let students take turns giving directions. Be sure directions are safe before students carry them out.

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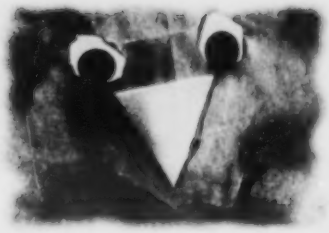
Reading records Explain to the students that throughout the unit they will be reading and listening to books about farm animals and other topics related to the unit. Remind them of the in-class library you have gathered. Show them the Listening Center and explain how it will work.

Tell students that they will keep records of the books they have read or listened to on their own. Each time they listen to a book at the Listening Center or read a book during independent reading time, they should write its name and draw a picture to remind them of it. They can also write or dictate a sentence about the book. These papers will be kept in a file folder as a record of students' reading for the unit. Students may want to decorate their folders to give them a personal touch.

FYI It is important for this unit that students have access to as many books as possible about farms and farm animals, folktales, plays, and other topics they will touch on. Besides keeping your in-class library, work closely with the school librarian if possible, arranging times when students can explore the picture books and see where books on other subjects of interest are located.

Daily reading Have a story time each day in which you read aloud books related to the unit topics. You'll also want to have an independent reading time each day, and let students listen to books at the Listening Center as well. As a student finishes an especially good book, he or she should make a Reading Record and put it with others in a personal file folder. Encourage students to tell the class about any books they want to recommend to others.



My Little Dictionary

Activity
creating a dictionary of words related to the unit

Preparation
Make dictionaries for students as follows: Cut sheets of $8\frac{1}{2}$" × 11" paper in half widthwise. Use 7 half sheets per booklet. Fold them in half and staple.

Materials
picture dictionary, alphabet letter tiles (for the Clinic)

Time Frame
1 session, plus ongoing follow-up

Learning Goals
- developing vocabulary
- spelling
- alphabetizing

Hen starts with *h*; pig starts with *p*. What other words can you add to your dictionary?

Making the dictionary Explain to the students that they will be creating their very own dictionaries in which they can enter the words they learn to write in this unit. Talk about what dictionaries are used for. *Does anyone know how people find words in dictionaries?* Show students a picture dictionary and point out how the words are listed in alphabetical order. *If you make your own dictionary of words you know from this unit, you can find the words when you need to spell them for any writing you do.*

Hand out the booklets. Write the words *My Little Dictionary* on the chalkboard and have the students copy them on the front covers of their books. Then have students write the letters of the alphabet in order, each on a different page of the dictionary.

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Words, words, words Point out all the words on the farm animals bulletin board. Have the students write those words in their dictionaries. *Where shall we put the word* cow? *Where can we find* c *in the dictionary?* Help students with several more words from the bulletin board before letting them work on their own. Emphasize that it's important to copy the words correctly so they will be able to find the right spelling in their dictionaries later. *Throughout our unit on "The Little Red Hen," you can add words to your dictionary anytime you find one that you think you will use again. Then when you're doing some writing, you can look up words in your dictionary to make sure you are spelling them correctly.*

When the students have written several words in their dictionaries, go over with them how to look up a word, thinking about what letter comes first in the word and where that letter comes in the alphabet. Practice with some of the words from the bulletin board.

Later on Whenever appropriate throughout the unit, remind the students that they can add words to their dictionaries or look up words there.

Clinic

The Alphabet

Some students may still be unsure of the order of the letters in the alphabet. Sing the alphabet song with these students, having them point to each letter as you go. Then give them alphabet letter tiles and have them try to put the tiles in order, using the alphabet song.

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ONGOING PROJECT

The Red Hen Again

Activity
comparing versions of a story and picking a version for a play

Preparation
Post the chart from the activity Not I!

Materials
first version of "The Little Red Hen," two other versions of the story, linking cubes

Time Frame
Phase I: 1 session
Phase II: 1 session
Phase III: 1 session

Learning Goals
- analyzing story elements
- comparing versions of a folktale
- reading information from a chart
- making and reading a concrete graph

The story has the same title, but is it *exactly* the same? Students compare versions of "The Little Red Hen" and pick one version for their play.

Phase I: Reading Version Two

Reading the story Gather students together and read a different version of "The Little Red Hen" to the class. Just as before, have students join in saying "Not I!"

Comparing versions Ask students how the two stories were alike and different. Among other things, they may notice a difference in the hen's friends, what she makes (cake or bread), and whether she has chicks. You may need to review or reread the first version to help students in their comparisons. List the comparisons on chart paper, leaving room for a third version to be added later on.

	Story 1	Story 2	Story 3
Hen's friends	goose cat pig	dog cat mouse	
What she makes	bread	cake	
Who eats with the hen	her chicks	no one	

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Phase II: Reading Version Three

Reading the story Read a third version of the story to the class, and have students join in on "Not I!"

Comparing versions Go over the chart and fill in information for this version of "The Little Red Hen." Ask if there are other differences that students notice. Add to the chart, referring back to versions one and two and rereading them as necessary to see how the details compare.

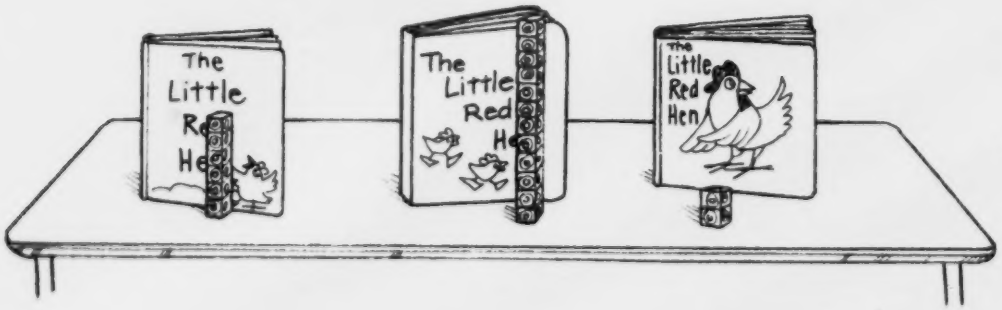
Phase III: Picking the Play Version

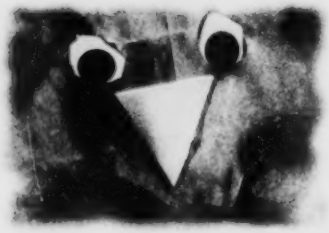
Let's put on a play! Ask students if they have ever seen a play. *Where did you see the play? What was the play about?* Let students share their experiences. Tell them that the class is going to put on a play of "The Little Red Hen."

Talk to students about what goes into putting on a play. Let students brainstorm with you. *What will we need to do to put on the play?* Students might mention making costumes, getting props, painting scenery, picking parts, sending invitations, and so on.

Voting *We've read three versions of the story of "The Little Red Hen." Which story do you like best? Which one shall we use for our play? Let's take a vote.* Place the three "Little Red Hen" books on a table, with a little space in front of each. Place the linking cubes in a container nearby. Have students vote for the version of the story they like best by taking a linking cube and placing it in front of that book. Each new vote for a book will add to a tower of linking cubes.

Reading the results When everyone has voted, have students study the display they've made. *Which story has the most votes? How many votes did it get? How many votes did the other stories get? How many more votes did [story X] get than [story Y]? Which story will we use for our play?*





Riddle Me This

Activity
creating riddles

Materials
crayons, yarn or a stapler

Time Frame
1 session

Learning Goals
- identifying characteristics of animals
- creating riddles
- speaking clearly
- using logical reasoning
- getting information from pictures and books
- listening for clues

What has four legs and a tail and moos? Students make up farm animal riddles for other students to solve.

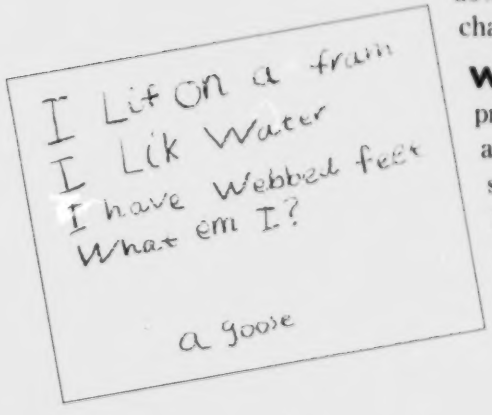
What animal? Gather students together and tell them you are going to give them a riddle to solve. *I am thinking of a farm animal. I'll give you clues about my animal, and you'll try to guess what it is.*

I have two legs.
I have feathers.
I go cluck, cluck, cluck.
What am I?

Call on several students for their guesses, asking each how they knew what animal it was. *What animal am I? How did you know? Which clue helped you the most?* Talk about what a riddle is and what some good clues might be.

Making up riddles Give the class a few more farm animal riddles to solve, and then let volunteers pose their own riddles. If students have difficulty, prompt them by saying, *What does the animal look like? What does it eat? What does it say? How can you tell it from other animals?*

Some students may give riddles that have multiple solutions. Help them see that they need to think of clues that will narrow down the possibilities to give their classmates a fair chance of solving the riddle.



Writing riddles After a number of students have presented riddles, ask everyone to write down one farm animal riddle to be shared in a class book. Encourage students to use the resource books in the classroom to help them come up with good clues if they wish. Take dictation for those students who need help. When students are done, gather the riddles together and bind them in "Our Riddle Book." Students can solve the riddles throughout the unit.

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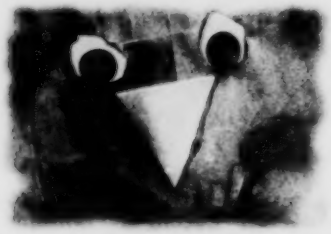


Numbers, Please

Activity
analyzing the farm bulletin board

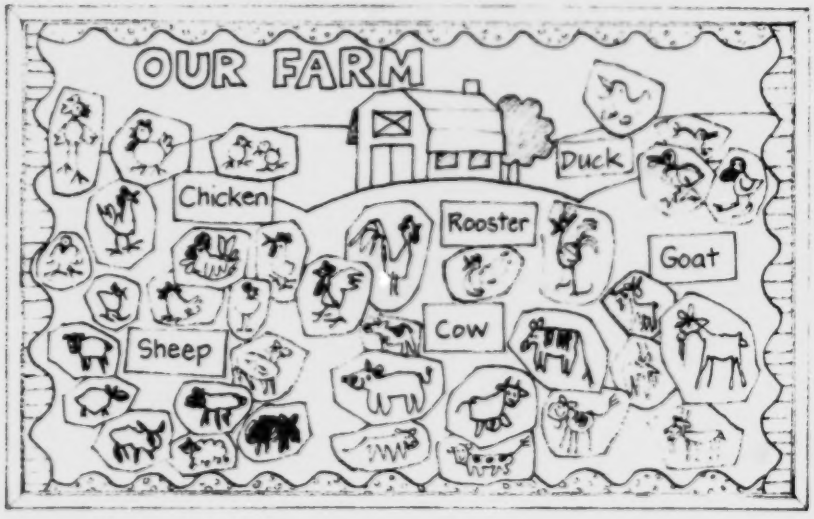
Materials
unlined paper

Time Frame
1 session

Learning Goals
- counting and recording numbers
- writing number statements
- finding data in a picture

Students use the farm animal bulletin board they created for an open-ended math activity as they describe the groupings of animals with numbers, pictures, and words.

Looking at the bulletin board Draw students' attention to the farm animals bulletin board and all the animals they created for it. *We have lots of different kinds of animals on our farm, and different numbers of each kind. Can you find a group of five* [for example] *on the board? How about a group of three?* Pick a number greater than any group on the board and challenge students to think of how they could create that number. *How could we make a group of eight with the animal groups on the board?* Students might think of grouping together 6 cats and 2 kittens or 4 sheep, 3 dogs, and 1 horse, for example.



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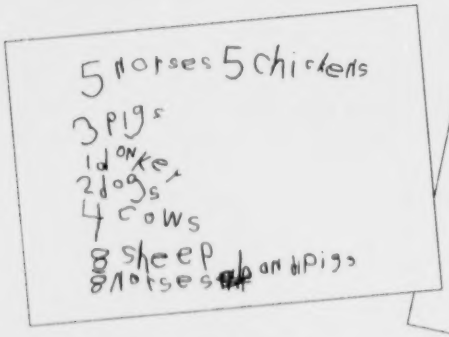
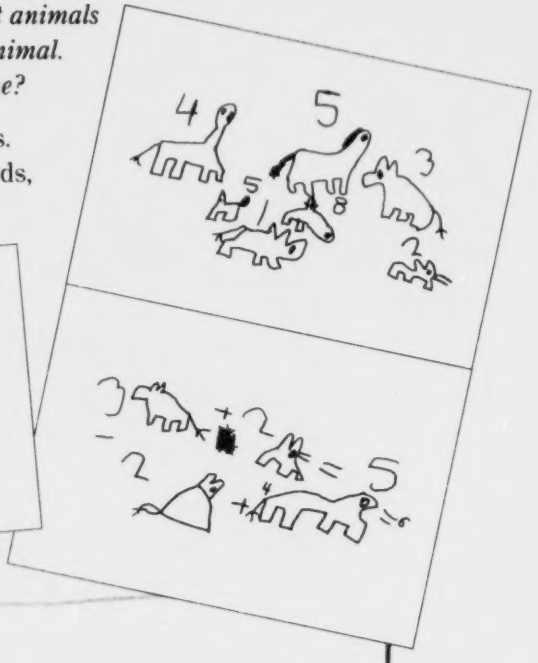
Numbers on the board *Think about the different animals in our barnyard scene and how many there are of each animal. How many ways can you use numbers to describe the scene?*

Have each student record a list of numeric observations. Students may use any combination of numbers and words, pictures, or symbols to share their ideas.





Assessment Opportunity

This activity provides a window on how students are able to use numbers to describe groups of objects. Some students will count the figures in each group and write the number and word or draw a picture to show what they have found. Others will find interesting ways to group objects and may use symbols (such as a plus or equal sign) to indicate groupings.

Assessment Criteria If you are using this activity as an assessment, let the students know before they begin to work that you are interested in finding out

- how many different things in the picture they can describe using numbers
- what different kinds of number statements they write
- whether they count correctly
- how clearly they record their ideas

Scoring Rubric

Low Response The student lists only one or two observations, noting counts for single groups of objects only. The recording may be difficult to interpret, and the counts may not be correct.

Medium Response The student writes several clear number statements, and may have combined groups in some of the statements. For the most part, the student has counted the objects in the bulletin board scene correctly.

High Response A variety of number statements are clearly recorded, some noting combined group totals. The recording reflects accurate counting.

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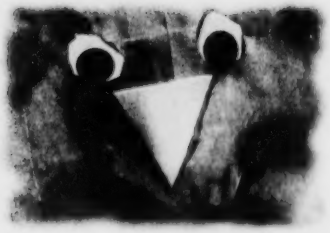

Farm Stories

Activity
writing stories

Materials
unlined paper, crayons or markers, construction paper, stapler or yarn

Time Frame
1–2 sessions, plus sessions for presentations

Learning Goals
- writing a story
- using invented spelling
- reading one's own story aloud

Now that students have read and heard several stories about farms and farm animals, they try their hand at writing their own stories on the subject.

Reading review Review with students some of the stories they have been reading about the farm and farm animals—books you've read aloud, stories students have looked at themselves, and stories they've listened to at the Listening Center. Now is a good time for students to share any book records they have created and to recommend their favorite books to their classmates.

Talk about what makes a good story. Surprise endings, lovable characters, and events that remind you of things in your own life may come up in the discussion.

Our own stories Let students work on their own to create stories about farm animal friends. These stories can be mostly pictorial with a few dictated words or invented spellings on each

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page, or they can be more elaborate, depending on each student's ability. Encourage all students to make a story with a strong beginning, middle, and end. Give students time to work on their stories over several days. Some may create more than one story, while others will elaborate on one.

Have students create construction paper covers for their stories. Here they should write the title of the story and their own name as author. Use a stapler or yarn to bind the stories.

Presenting the stories For several days, include the students' farm stories in your regular read-aloud time. Have a few students share their stories with the class each day, until everyone has had a turn. Some students will read what they have written or dictated, and others will tell the story without reading.

After each story is read, the class can clap and tell what they especially liked about it.

Clinic

Decoding

Work with students who have dictated their stories, having them look for any words they think they can read. What helps them know what those words are? Talk about the decoding strategies at work: using the picture to remember what they dictated, using initial or ending letter sounds, looking at the length of the word and its position in the text. Continue by having students find more words they can decode using the strategies you've talked about.

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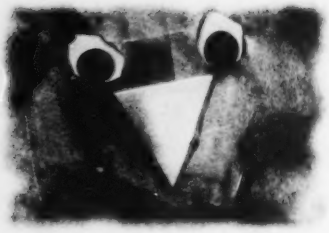

Seed Search and Sort

Activity
finding and observing seeds

Preparation
Put strips of masking tape on self-closing plastic bags for students to write their names on. Choose a location to visit where students are likely to find seeds. If you wish, ask for parent volunteers to help supervise the activity.

Materials
magnifying glasses, paper towels, crayons, unlined paper

Time Frame
Phase I: 1 session
Phase II: 1 session

Learning Goals
- finding seeds
- observing characteristics of seeds
- using a magnifying glass
- sketching details
- sorting
- classifying

This activity begins with a seed hunt. Back in the classroom, students study their collections under a magnifying glass, draw what they see, and then sort their seeds.

Phase I: The Seed Hunt

Let's take a walk Talk briefly about what a seed is. *The little red hen found some wheat seeds. We're going to go on a hunt to see if we can find some seeds.* Give students the plastic bags and have them write their names on the tape. Explain where you'll be going for the hunt, and talk about the places where seeds may be found, for example, in or near flowers, fruits, and cones. Be sure students understand that they must not eat or taste the seeds, which may be poisonous.

On the hunt You may want to assign groups of students to explore different areas, depending on how many adults you have for supervision. Tell students to look for and collect as many

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different kinds of seeds as they can in their bags. As students hunt, help them focus on likely places.

Up close Back in the classroom, have students spread their seeds out on paper towels and look at them carefully through a magnifying glass. Ask them to think about the colors, shapes, and sizes of the seeds. *What do you notice about the seeds?*

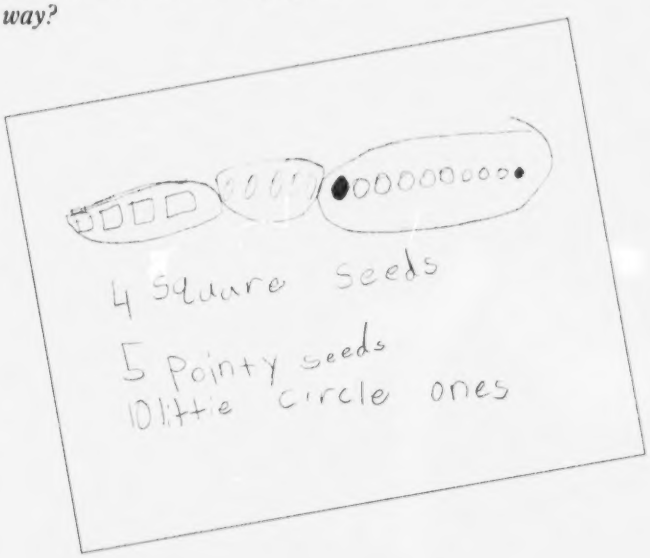
Phase II: Sorting the Seeds

Ways to sort Choose several students, some who are wearing blue and some who are not, and ask them to stand in front of the room. *Suppose we wanted to sort these students into ones who are wearing blue and ones who aren't wearing blue. How would you do that?* Give students time to explain their thinking and then sort the students accordingly. Do several sorting activities, eventually having students suggest ways to sort.

Sorting seeds Have students get the bags of seeds they collected during Phase I and think of ways to sort the seeds. Ask questions as needed to help students get started. *Do any of the seeds look alike? What are some differences between seeds? How could you sort your seeds?*

Ask students to find one way to sort the seeds into groups, and then show the groups on paper. *You can use pictures, words, and numbers to show your ideas.* Give students time to sort and make their recordings. *Can you sort your seeds a different way? Record another way to sort your seeds if you can.*

Summing up Gather the students together and have them share the different ways they sorted their seeds. *How did you sort your seeds? Who sorted by shape? by color? by size? by type of seed? Did anyone sort a different way?*



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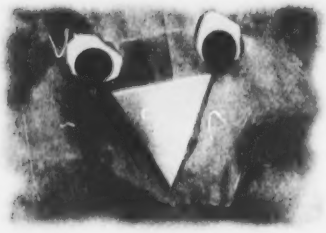

Onstage at a Theater

Activity
touring a theater

Preparation
Arrange for a field trip to a local theater. See p. T8 for details.

Materials
chart paper, unlined paper, crayons

Time Frame
Phase I: 1 session
Phase II: field trip
Phase III: 1 session

Learning Goals
- learning about theaters
- drawing and writing to describe a field trip

The curtains open, the lights come up, and students find themselves onstage. A theater tour helps students learn about the different areas and functions of a theater.

Phase I: Getting Ready

Pretour talk A day or so before the trip, gather students together and explain that they are going to take a tour of a local theater. Discuss the different parts of a theater, comparing them to comparable areas in the school, such as a stage in the multipurpose room.

Ask anyone who has visited a theater to see a performance to share the experience with the group. Then begin a discussion of what students already know about theaters and what they would like to learn. *What questions do you have about theaters?* List the questions on chart paper. You may want to copy the questions on smaller paper to take on the field trip.

Phase II: The Field Trip

At the theater During the tour, if possible, let students experience some of the effects of the theater: standing on stage, having the curtains open and close, having the lights go on and off, standing behind the ticket counter, and so on. Have students ask the tour guide questions from their list.

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Phase III: Recording the Trip

My favorite part Back in the classroom, have students draw a picture and write about their favorite part of the tour. *What did you like best about the theater trip? Draw a picture and add words to tell what you liked.* Let students share their pictures. You may want to post them on a bulletin board.

Saying thank you Tell the students that the person or people who showed them through the theater took some time and effort to make their field trip enjoyable. Ask them for ideas to include in a thank-you letter to those people. Take notes and compose a letter. Then read it to the class so students can hear their ideas expressed. You might want to include students' drawings of the trip in the thank-you package.

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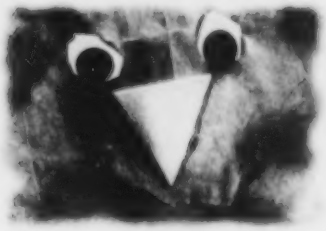

Charades

Activity
pantomiming actions and feelings

Preparation
Make 1 copy each of Action Cards and Feelings Cards (pp. 65–66). Cut the cards apart, and keep each set together.

Time Frame
1 session

Learning Goals
- reading words
- using dramatic expression

Without any words or costumes, can you act out a word well enough for people to guess it? Students pantomime actions, then stretch their acting ability by acting out a variety of feelings.

Playing charades Gather students together and explain that part of an actor's or actress's job is to use body movements and facial expressions to play their part. *Actors need to show the parts they are playing in the ways they move and by the expressions on their faces. Soon you'll be acting out the story of "The Little Red Hen." Let's sharpen up your acting skills to get ready.*

Ask if students have ever played charades, a game in which players act out words without using their voices. *To help people guess your message in charades, you have to use your body—what you do and the way you move—to get your message across. What could you do in charades to get people to guess the word* sewing? *Remember, you can't say anything in charades.* Have a volunteer demonstrate.

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Action! Arrange the Action Cards face down on a table. Have students take turns choosing a card, then showing the action to see if the rest of the class can guess it. The teacher can whisper the word softly to a student who has difficulty reading it.

Gather the students together to discuss the activity. *Did you think it was easy to act out the words? Why or why not? What made it easy to guess the word? When was it difficult to guess?* Students may conclude that some words were easier to guess than others because they had more distinctive movements.

Acting out feelings Compliment students on their acting ability. Then ask them if they think they could show feelings through their acting. *How would a person who is worried look and act?* Have a volunteer demonstrate. Arrange the Feelings Cards face down and ask for volunteers to choose a card and act out the feeling it names. If they're not sure how to begin, suggest that they think of a situation in which they would feel that way and act out the situation. The class guesses the feeling and the situation.

Review this activity as you did the action-word pantomimes. *What were the easiest feelings to guess? What helped you to guess them? Which actions or expressions on people's faces were especially well acted? Does anyone have some other ideas for showing these feelings?*

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Seeds to Plants

Activity
growing bean seeds and keeping a record of observations

Preparation
put strips of masking tape for name labels on self-closing plastic bags. Collect empty milk cartons. Make journals by folding $8\frac{1}{2}$" × 11" paper in half, 5 sheets per journal, and stapling them. Have one bag, carton, and journal for each student. Gather lima bean seeds, 3 per student plus some extras.

Materials
magnifying glasses, paper towels, indelible pen, potting soil, water mister, crayons, craft sticks, linking cubes (and/or other measuring tools)

Time Frame
Phase I: 1 session followed by daily observation and writing
Phase II: 1 session followed by daily observation and writing

Learning Goals
- observing change
- measuring height
- recording descriptions and measurements
- sketching details
- understanding plant care
- identifying plant parts

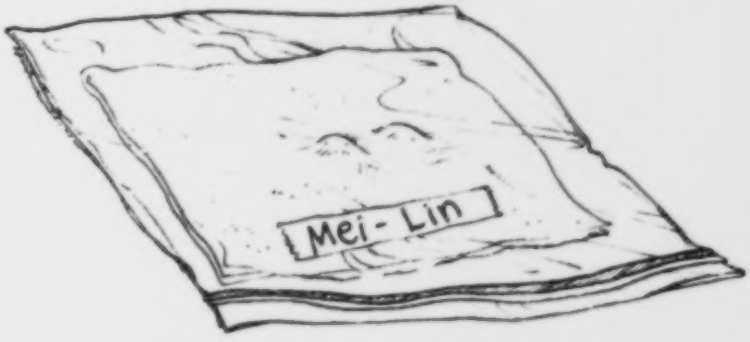
What should occur before students' wondering eyes but the transformation of a bean seed into a beanstalk! Students observe and record the growth of their bean seeds from sprouts to plants.

Phase I: Sprouting

Recalling the story Gather students together and recall what the little red hen did when she found the seeds. *What was the first thing the hen asked for help with? What happened after she planted the seeds? How long do you think it took for the seeds to grow into plants?*

Starting the process Give each student a lima bean seed, and explain that beans are the seeds of bean plants. *What can you tell me about your seed? What shape is it? What color? Is it fat or skinny? Is it the same as your neighbor's?* Let students open the seeds and examine the two parts of the seed and the skin.

Give each student two more bean seeds, a wet paper towel, and a plastic bag. Have students write their names on the tape strips on the bags. *Fold the wet paper towel and put your bean seeds between the layers. Put the towel in your plastic bag.* Ask students what they think will happen to the bean seeds.



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Bean journals Distribute the bean journals. Tell students that they are going to watch their seeds as they start to grow, and that they'll keep bean journals describing the changes the beans go through. *Every day, you'll look at your beans and write in the journal. Today is Day 1.* Have students write "Day 1" and the day of the week at the top of the first page in their journals.

Then have each student draw a picture of his or her beans on the "Day 1" page of the journal. *Use pictures and words to describe what your beans look like.* Help students with their writing as needed.

Have students check their beans each day, moistening the paper towels if necessary so they stay wet. *What will you record in your journal today? How has your bean changed? Is the sprout longer today? How much longer is it? Can you see roots or stems forming? Can you find the two parts of the seed? Are your sprouts exactly like your neighbor's? How are they different?* Gather students together every few days and talk about the changes. This stage should take about a week.

Phase II: Planting

It's growing! When the bean seeds have sprouted and some roots have formed, have students plant one of their seeds in a milk carton. *Fill a milk carton with soil, dig a small hole, and*

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carefully place your bean in the hole, with the roots in the soil and the stem and leaves above it. Then gently cover the roots with soil, and water the plant a little. Remind students to record what they have done, in pictures and words, in their bean journals.

Discuss with students what they must do to care for their bean plants. The soil should remain moist, but not drenched (using a mister will help with this), and the plant should be in the light.

Keeping the journals Have students continue to observe their bean plants every day and make a journal entry about their observations. Gather students together every few days and talk about what they notice. Ask them to give details about changes

Assessment Opportunity

The students' bean journals will provide a useful view of their observation and recording abilities. Observing changes and recording observations are important science skills.

Assessment Criteria If you are using this activity as an assessment, let the students know before they begin to work that you are interested in finding out

- what different kinds of observations they make
- how detailed their journal entries are
- whether their recordings show clearly how their plants have changed

Scoring Rubric

Low Response The student does not make daily observations about how the beans change. Most of the journal entries are unclear or not detailed enough to describe the changes in the plants accurately.

Medium Response The student makes daily observations about the changes in the beans. Journal entries may include changes in size, color, growth of roots, stems, and leaves, and so on. Most of the entries are understandable, although a few may be unclear.

High Response The journal presents a variety of detailed observations about how the beans change, including measurement information. The entries are accurate and clearly communicate the student's day-to-day observations.

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in the leaves and stems of the plant. What do they think may be happening to the roots under the soil?

How tall? When the stems of the bean plants have grown a bit, introduce the idea of measuring them. Have students place a craft stick in the soil near the plant. They can use a pencil to mark the level of the soil and the height of the plant on the craft stick. Every few days, students can mark changes in height on their sticks.

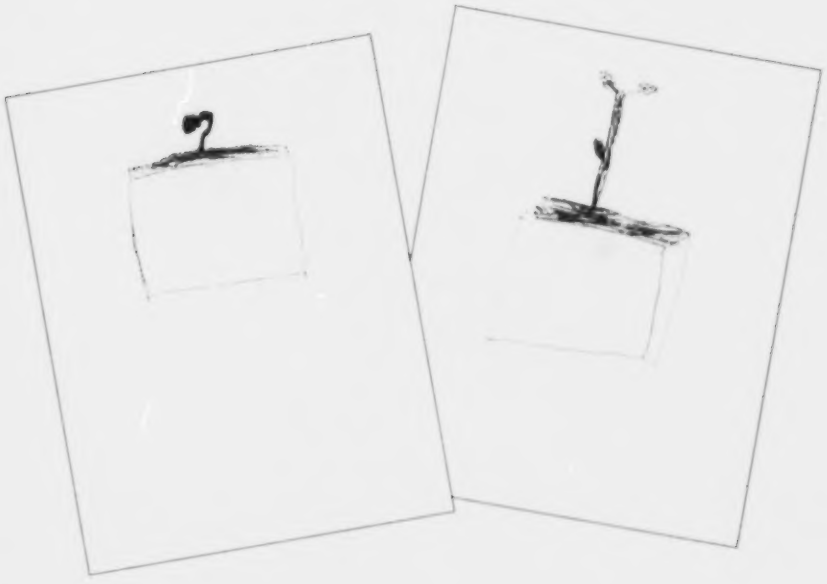
Remind students to add to their bean journals every day, recording information about height along with other details. Students can use their fingers, linking cubes, or other nonstandard or standard measuring devices to find the height of the bean plant.

Throughout the unit Gather students together periodically to discuss how their plants have grown. *How tall are your plants? Do you think they will grow any taller? Look at your journal. How have your plants changed since day 2? since day 10? Do you think your plants will change any more?* Continue to have students observe and discuss the growth of their bean plants throughout the unit.

Clinic

Measuring Height

Some students may have trouble measuring the height of their plants. Gather these students and have them practice with easier-to-measure objects such as blocks or pencils, using nonstandard units such as linking cubes or paper clips. Help them describe the items as "about_____units tall."



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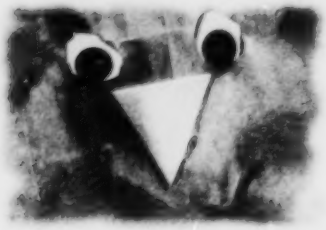

Farm Animal Skits

Activity
performing skits

Materials
unlined paper, crayons

Time Frame
2 sessions, plus presentations

Learning Goals
- creating and presenting skits
- conveying sequence with pictures and words
- working cooperatively in a group

Action! Suspense! Drama! Students practice the skills for a dramatic performance as they make up short skits about barnyard animals and perform them for the class.

Creating the skits Make sure everyone knows that a skit is a short play. *Today you're going to get into groups to create some skits that take place on a farm. That's the setting of the skits. The characters in these skits are farm animals. You will be working in groups to come up with a good plot for your skit. The plot is the story—the things that happen in the skit.* Spend a few minutes as a class brainstorming possible ideas for skits. Talk about what kinds of characters and plots might be appropriate for a short skit with a farm setting.

Divide the class into small groups and have them create skits by talking together and acting out ideas until they're satisfied with

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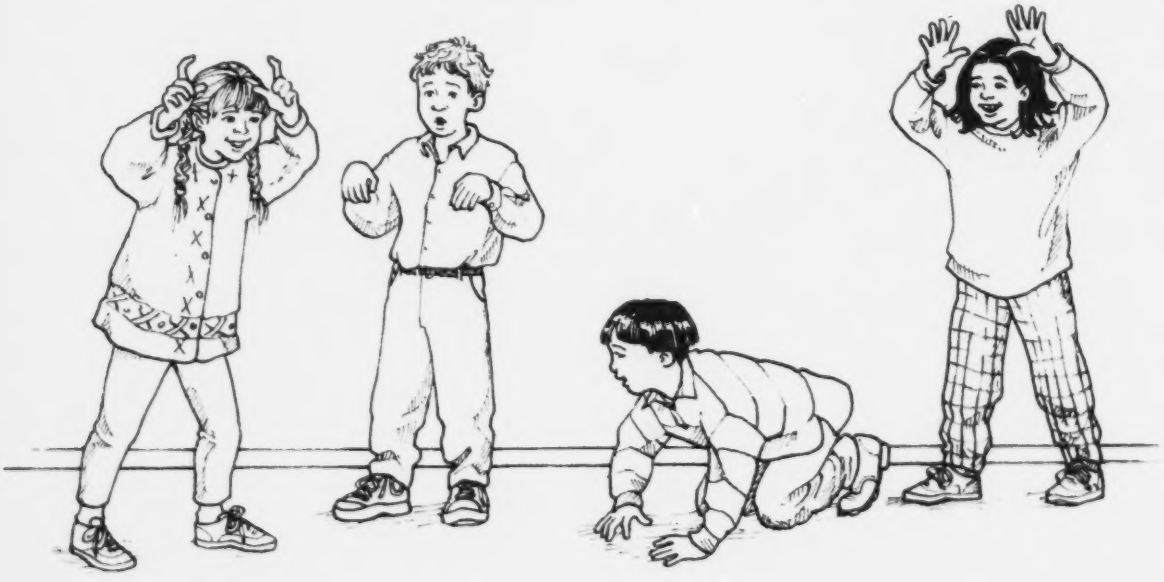
their product. If some groups are having a difficult time deciding on a story, help them by asking questions such as the following: *What farm animals could be in your play? What might happen to those animals? What would each animal do if that happened? What might they say?*

Encourage students to make their skits short and simple enough to present in a few minutes. They might want to try out some of the actions, to see if they can show them clearly. They may want to be sure the characters' lines explain what is happening.

When students are happy with their planned skits, they can make pictures and possibly add words to help them remember the sequence of events.

Rehearse, rehearse Let groups get together and practice their plays. *Be sure to practice speaking loudly and clearly.* Let students use simple props and costumes if they want to.

Observe the rehearsal sessions to see how the skits are progressing. Let students know if they could make some simple changes to help get their message across—for example, speak more clearly, or face the audience, or slow down the action to make it more understandable.



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Let's perform! Have groups perform their skit in front of the class. You may wish to spread the presentation of the skits over several days.

Encourage the audience to clap after each skit is over, and help students give each other constructive feedback about the performances. *What did you like best about this skit? Were there any things you didn't understand in the play? What might have helped make those things clearer?* Remind students to be respectful of each other's feelings as they make their comments, and to be sure to compliment the things they liked.

Assessment Opportunity

This activity will help you observe students' presentation skills.

Assessment Criteria If you are using this activity as an assessment, let the students know before they begin to work that you are interested in finding out

- how well they keep to the plot and stay in character
- whether they speak out clearly when they are performing
- how well they use body actions and gestures to portray the character

Scoring Rubric

Low Response The student has trouble staying on task through the skit. It is difficult to understand him or her because of mumbling or silliness. Actions or facial expressions to support the role are nonexistent or inappropriate.

Medium Response For the most part, the student stays on task throughout the skit and maintains his or her role. The student's speaking is usually understandable. Some good actions and facial expressions are used to support the role.

High Response The student stays in character and speaks clearly and understandably throughout the skit. Actions and facial expressions are consistently meaningful.

Casting Decisions

Activity
casting students for the play

Preparation
Obtain a copy of *Amazing Grace* by Mary Hoffman. Read "The Little Red Hen," (pp. 67–72). You may wish to modify this script to match your class's version of the story.

Materials
chart paper, small pieces of paper and tape or stick-on notes

Time Frame
2 sessions

Learning Goals
- listening to a story
- recognizing stereotypes
- identifying story characters
- developing vocabulary
- reading and writing farm animal names
- reading a chart

Can Peter Pan be a girl? Can Peter Pan be black? Grace shows her classmates that Peter Pan can be anybody who plays the role well. Students listen to Grace's story and then decide what part they will play in "The Little Red Hen."

Reading the story Read *Amazing Grace* to the class. Then lead a discussion of the story. *Do you think Raj and Natalie were right that Peter Pan couldn't be a girl or couldn't be black? How do you think Grace felt when they told her this? What made Grace a good Peter Pan? How do you think the other children who tried out for Peter Pan felt when they were not chosen for the role?* Let students share experiences in which they were not chosen for something they especially wanted to do.

Cast of characters Explain to the students that they will be choosing their roles for "The Little Red Hen." Remind them of the version of the story they've chosen to perform. *Let's begin by making a list of all the characters in your play.* Give the hen as an example, and begin the list on chart paper, taking students' suggestions until all the characters are listed. Refer to the book as needed to help students remember the characters from that version.

Explain that in the class's production of "The Little Red Hen," everyone will have a part. *Let's add some other farm animals to your play as well. What could they be?* Open the list to baby animals too. For each animal you've listed, ask students to think of the baby animal's name.

Picking roles Have students think about the roles they would like to play in "The Little Red Hen." Talk about the requirements for the different roles. For example, if there are chicks in your version of the book, students may be interested in playing them because they have no speaking role but are onstage throughout the play. Discuss the lead role of the hen and what that role requires. Students have probably figured out that it requires the most work and that it may be the most sought-after role. *Does it matter if the hen is a girl or a boy?* Hopefully, the students have

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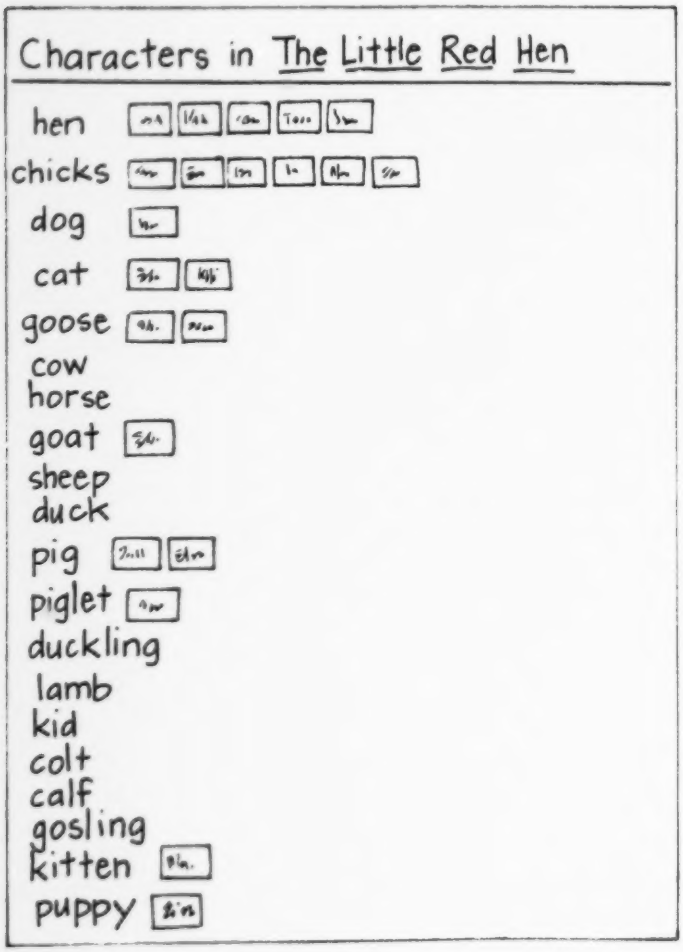
concluded after reading *Amazing Grace* that everyone is eligible for the role of the hen.

Have the students indicate the role they would most like to play by writing the animal name and their own name on a small piece of paper or stick-on note. Collect the papers, and tape or stick them next to the characters listed on the chart to indicate the choices.



After you've finished, talk about what the chart shows. *How many more hens are there than cats? How many cats and kittens are there? Which animals have no one playing them?*

There may be an imbalance of characters that won't work well for the play. Decide as a class whether it's all right to have more than one student playing a part. Students may decide to have lots of chicks, for example, and five different animals to say "Not I." Ask for volunteers to change roles if need be.

Tryouts If several students want to play the role of the hen, tryouts may be the best answer. You can ask outsiders (the principal and school secretary, for example) to be the judges. Have students who want the part act out one of the scenes.

If you use tryouts, have a conversation beforehand preparing students for disappointment and for accepting the results graciously. Praise the students who try out for accepting the challenge. Being able to take risks when they're not sure they'll be chosen shows maturity on their part.

You might want to give a special role to everyone who tried out but didn't get the part of the hen. For example, some students might be able to handle the role of narrator. Up to six students could share this role. They could read their lines from the script or, once they know the script, use their own wording. The narrators will be dressed up as farm animals in the play.

FYI Students this age may have difficulty if another student gets the role they want to play. If you think tryouts will be a problem for your class, you might consider having several hens, or even an extended hen family! All that is required is to change the script to the plural, as in, "Who will help us...."

Final casting Move the taped papers around on the chart until everyone is satisfied with the casting decisions. Keep the chart paper list for rehearsal time.

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Invitations

Activity
making invitations

Preparation
Select a date at least two weeks away, and reserve a place for the performance of "The Little Red Hen."

Materials
paper, crayons, 3" × 5" cards, envelopes

Time Frame
1 session

Learning Goals
- reading a calendar
- making invitations

Showtime is fast approaching. It's time to send out invitations. This is a show parents won't want to miss.

Calendar countdown On the calendar, point out the day you've decided to hold the class's production of "The Little Red Hen." *What day of the week is the big play? How many weeks are there until the play? How many days? How many school days?* Each morning have students figure out how many days there are until the play.

What do we still need to get done? Have students brainstorm a list of tasks. Students may volunteer for some of the tasks; parents may help with some tasks, such as providing cookies and drinks; other tasks, such as making and sending out invitations, may need to be done as a class. Keep a checklist of tasks and mark them off as they get done.

Making invitations The invitations for the play should go out no later than two weeks ahead of time. Have each student make an invitation for his or her family. *What information should go on the invitation?* Let students determine that the day, the time, the place, and the event should all appear on the invitation. Write the information on chart paper for students to copy later.

Tell students that invitations sometimes ask for people to call or write to let the host know whether they are coming. This information helps the host know the total number of people who will attend.

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Tell students that they will insert a "reply card" in their invitation, which will help the class know how many people will attend their play. Write "_____ people will attend." on the chart paper and read it to the class. Explain that their families should write a number in the blank to show how many people are coming.

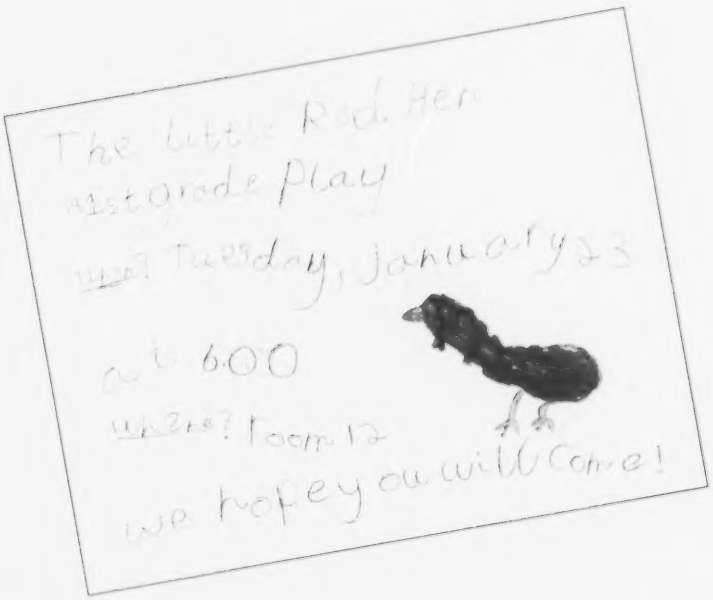
On their own Tell students that they each will make an invitation for their family. Provide paper, crayons, and index cards. *Use the paper to make your invitation. Be sure to include all the information on the chart. You may decorate your invitation however you like.* Have students use the index card to make a reply card. Pass out envelopes to students for their invitations.

Help them write the addressees' names on the envelopes. *You may decorate your envelopes if you wish. Take your invitation home to your family, and ask them to return the reply card by next week. They may ask you to bring it back.*

Clinic

Printing

For students who are having difficulty writing legibly, provide sheets on which you have written the invitation in dotted letters. Have students trace over the letters to make their invitations.



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ONGOING PROJECT

The Script

Activity
learning the script

Preparation
Make copies of "The Little Red Hen" (pp. 67–72) or your own script, 1 for each narrator and hen plus 1 for each adult helper.

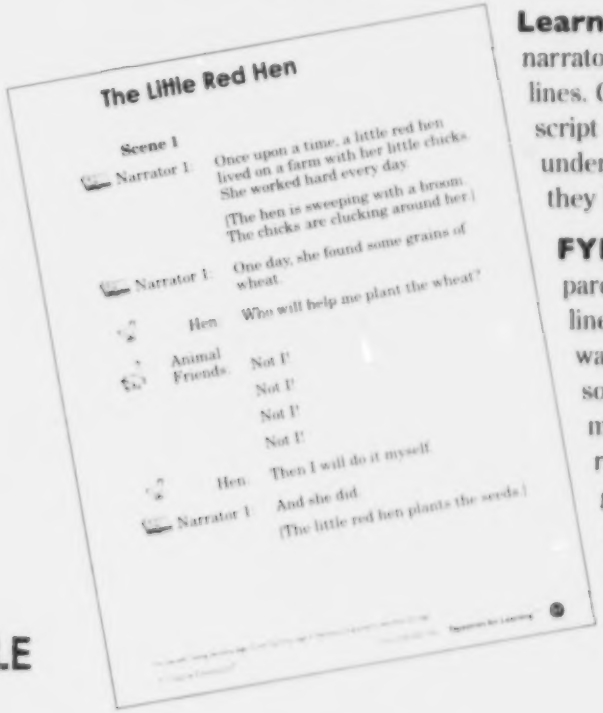
Time Frame
1 session

Learning Goals
- memorizing lines
- pantomiming actions

In this activity, students walk through the script for the play and begin to learn their parts.

What's a script? Gather the students together and ask if they know what a script is. If necessary, explain that a script is a written text that tells actors what to say and when to say it. Show them the script for "The Little Red Hen."

Using the script, walk through the play, reading aloud while the students pantomime their parts. During each scene, emphasize what actions are taking place and work out what each student will do and where he or she should be. *What should the hen be doing in this scene? What should the other animals be doing?* Review the meaning of *harvesting* and *threshing*. Have the narrators sit together on the side of the stage until it's their turn to come forward.



The Little Red Hen

Scene 1

Narrator 1: Once upon a time, a little red hen lived on a farm with her little chicks. She worked hard every day.

[The hen is sweeping with a broom. The chicks are clucking around her.]

Narrator 1: One day, she found some grains of wheat.

Hen: Who will help me plant the wheat?

Animal Friends: Not I!
Not I!
Not I!
Not I!

Hen: Then I will do it myself.

Narrator 1: And she did.

[The little red hen plants the seeds.]

Learning lines The hen and narrators may begin learning their lines. Give them copies of the script and have them circle or underline all the places where they have speaking parts.

FYI You may want to get parents' help with learning the lines. The parents should be warned, however, that it isn't so important that the students memorize their lines exactly, rather that they are able to give the gist of the lines at the appropriate times in the play. This is challenge enough!

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ONGOING PROJECT

In Costume

Activity
making masks for animal characters

Preparation
Make copies of Family Letter (p. 73), 1 per student.

Materials
paper grocery bags, scissors, craft feathers, tissue paper, construction paper, felt, fabric, cotton balls, paint, crayons, glue, plastic garbage bags, masking tape

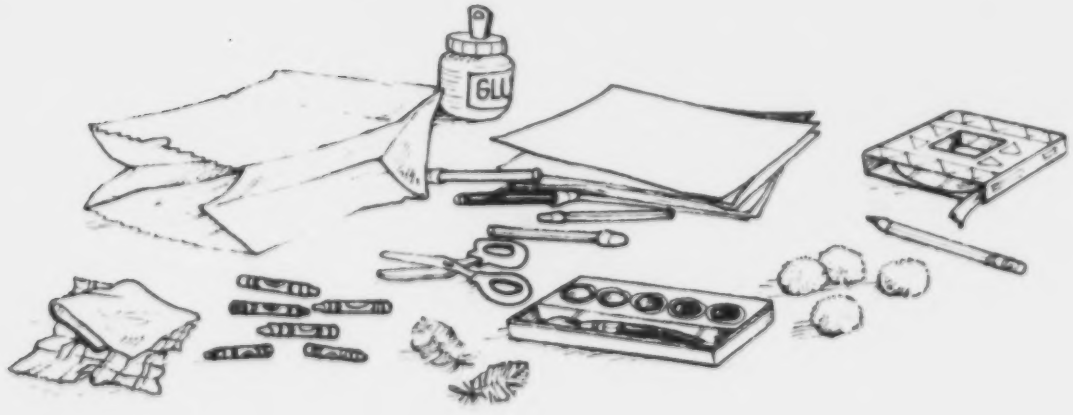
Time Frame
2 sessions

Learning Goals
- designing and making masks

Feathers, tissue paper, paint, felt...what can you use to make your costume? Students design their masks, using paper bags and a variety of decorations.

What to wear Ask questions to get students thinking about making costumes. *What kinds of costumes can you wear for the play? Would you wear what you have on today? What does your character look like? How could you design a mask that would look like your character?*

Tell students that they will make their costumes for the play, starting with paper bag masks. Pass out the paper bags and explain that they will be made into masks. *Decorate your paper bag to look like your character. First cut two holes for eyes so you can see. What shape can you cut out for the eye holes?* Help students locate the proper position for eye holes and help them cut the holes. Then help them cut out a hole for a mouth, so their voices won't be muffled by the masks. Show them the materials available, and give them time to decorate their masks.



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Costume parade When students have completed their masks, have them give a costume parade. Let five students at a time put on their masks and walk around the room. This is a good time to adjust the fit of the masks to be sure students can see as they move around.

Give students the Family Letter to take home. *To complete your costumes, you should wear clothes the color of your character on the day of the play. What color should you wear?* Give students time to share their answers. Tell students that the letter to their family asks for help in finding an outfit that matches the color of their character.

Store the masks and any additional parts of students' costumes in plastic garbage bags between the dress rehearsal and the performance. Have students write their names on masking tape strips and put them on the bags, then store the bags in a safe, out-of-the-way place.

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ONGOING PROJECT

Closing Song

Activity
learning and singing a song

Preparation
Make a copy of the Spanish folk song "De colores" (p. 74), and get a copy of the music on cassette tape or in a book. A cassette tape of the song is available in the kit for this unit. Alternatively, you may wish to choose another closing song for your class's play.

Time Frame
1 session followed by several short practice sessions

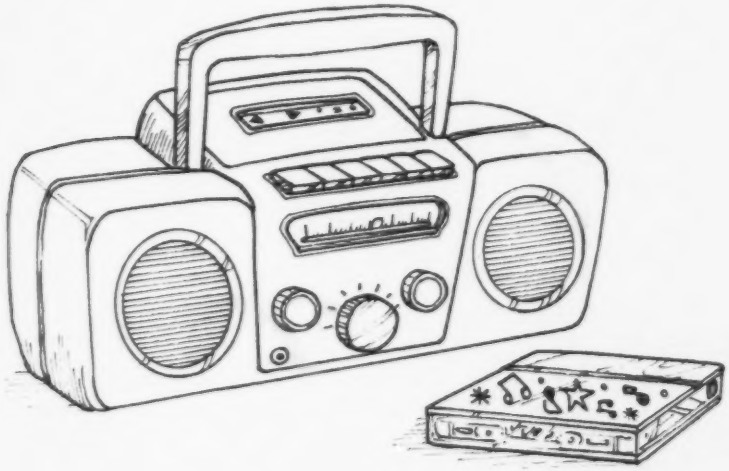
Learning Goals
- memorizing words to a song
- singing
- learning a folk song

As the curtain is about to fall, voices break into song. Students learn and practice singing the closing song for the play.

Introducing the idea Gather students together and tell them that as a closing to the play, all students will stand on stage and sing a song. *I know a great Spanish song for the ending of the play. It's called "De colores." The song is about the colors of spring and the sounds that the rooster, hen, and chicks make.* Go over the meaning of the song in English. *What does the rooster say in the song? the hen? the chick? How is this different from the English words for these sounds?*

Practicing Sing or play the song several times for students over the next several days and have them join in until they are ready to perform the song in front of an audience. Each time the students rehearse, have them finish with the closing song.

Students don't have to memorize the song perfectly. During the performance, you may want to play the tape while students sing. Some students may just join in on the animal sounds.



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Painting the Scenery

Activity
painting background scenery for a play

Preparation
Obtain a copy of *Speak Up, Blanche!* by Emily Arnold McCully.

Materials
chart paper, paint and paintbrushes, butcher paper, tape, paper towels, water

Time Frame
2 sessions

Learning Goals
- using cooperation skills
- planning and sketching a scene for a play
- painting a scene

There's the big barn, of course, but what else should appear in the backdrop for the play of "The Little Red Hen"? Students decide what the scenery should include and then use cooperation and artistry to paint it.

Reading the story Gather students together and read *Speak Up, Blanche!* After you finish, lead a discussion with questions such as the following:

Did Blanche like to act? Was she a good actress? What makes you think so?
Was she a good ticket seller? Why or why not?
What happened when Blanche tried to collect props for the play? How do you think Blanche felt?
Was there anything Blanche could do well for the play? What could she do?

Setting the scene Tell students that just as Blanche painted the scenery for the play in the story, they will paint a scene for "The Little Red Hen." *Because you will work together on this job, you'll have to find good ways to cooperate. First of all, what should be in our background scene?* Have students brainstorm suggestions as you write them on chart paper.

Scenery

barn
field
tractor
mill
fence around field
trees

After students have agreed on the scene, tell them that you are going to divide them into working groups. *Each group will be responsible for painting part of the scene. You will need to work together to decide how to paint your part.* Divide the class into groups and assign a part of the scene to each group.

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Sketching the scene Find a large space on the floor to roll out and tape the butcher paper. Have students talk about where each element in the scene should be placed on the paper. Tell students that just like Blanche, they should make a pencil sketch before they start to paint. *Work in your group and sketch your section of the scene in pencil. After all the groups are finished sketching, we'll look at the scene and decide if we need to make any changes.*

Encourage students to use pictures in the classroom books to help them figure out details for the scenery. While the sketching is going on, observe how well students work together in their groups and how well the groups interact with each other. Help solve any disputes that arise by asking questions so students can come to their own resolutions.

When students have finished sketching, have the class look at the scene and critique it. As with the barnyard skits, encourage students to be constructive and respectful as they make their comments. This is not a time to criticize anyone's sketching ability. Students should be looking at how well the scene fits together, and how to make changes that will improve the overall effect of the scenery. Have students make modifications as needed and add items to the sketches if they wish.

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Pour on the paint! Once the sketches are final, have the students work in groups again to paint the scene. *Decide in your group which colors to use. Then paint your section. Everyone in your group should have something to paint. Be sure no one is left out.* Before students start, talk about how important it is to be careful not to spill the paint. Have paper towels and water handy for any accidents.

When students are finished painting, have them clean the brushes and put away the paint. Challenge them to keep their cooperation skills active through the cleanup stage.

Assessment Opportunity

This activity will help you assess the students' ability to work together on a complex task and to solve problems within a group.

Assessment Criteria If you are using this activity as an assessment, let the students know before they begin to work that you are interested in finding out

- how well they get along with others in their group
- how much they each contribute to the overall task
- how successfully they communicate with the rest of their group

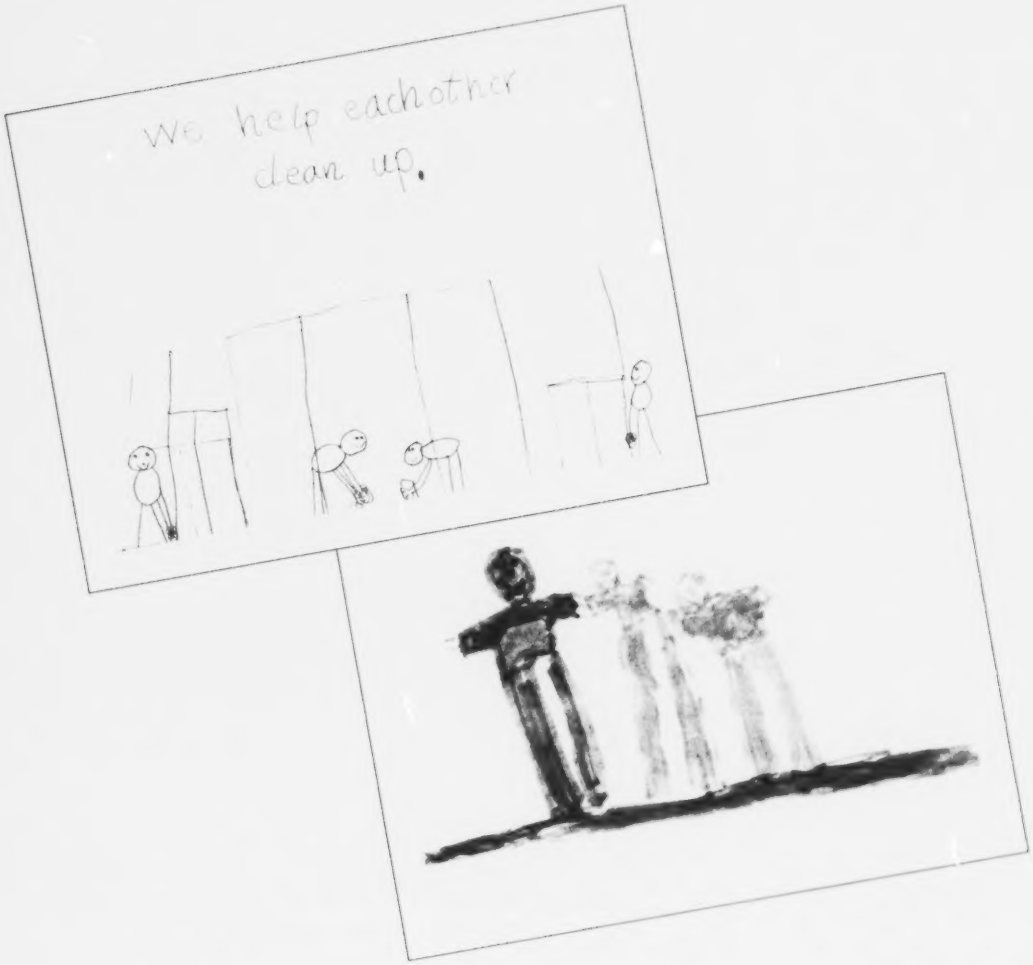
Scoring Rubric

Low Response The student tends to have trouble getting along with others in the group and may prefer to work individually, not cooperatively. Communication is poor or nonexistent.

Medium Response The student generally gets along with others in the group. Most of the time, the student works cooperatively within the group to get the task done and resolve any conflicts. Communication is good.

High Response The student gets along well in the group and may help others resolve conflicts and stay on task. The student works cooperatively. Communication is very good.

Reviewing the work Gather students to discuss the success of their cooperative efforts. ***How well did your group work together? Did everyone help sketch and paint? Did everyone help clean up?*** Have students use pictures and/or words to show how well their group worked together. Each student should make one of these reports.



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Picking the Props

Activity
identifying props for the play and finding or making them

Materials
chart paper, art and construction supplies for making props

Time Frame
1 session

Learning Goals
- listening for details
- brainstorming
- making props for a play

A hoe, some seeds, a loaf of bread. What other props will you need for the play? Students brainstorm a list of props and then make or find them.

What's a prop? Ask students if they know what a prop is. Explain that *prop* is short for *property.* Actors and actresses use props, or objects, to help them act out a scene and to make the scene seem more real. Pick up a book and hold it as though reading. *Suppose I am in a play, and my part calls for me to pick up a book and act as if I'm reading it. The book is a prop. What props have you seen in plays?*

Brainstorming *Let's make a list of the props we will need for our play.* Go through the script of "The Little Red Hen," asking students to walk through the play. Stop after each scene and ask students to think about props that will make the scene clear to the audience. List the props on chart paper.

Getting the props Review the list with students. *How will we get these props? Can you make any of them?* Have students suggest their ideas for gathering the props.

Spend time making props as needed. Divide the list among groups of students and have them work cooperatively to get the task done.

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ONGOING PROJECT

Rehearsal Time

Activity
rehearsing the play

Materials
costumes and props for the play

Time Frame
2–3 sessions

Learning Goal
- using presentation skills

Students begin to rehearse the play so that by the time it opens, the production will go smoothly. They run through the show to get their places set.

Why practice? Explain to students that people often practice something so they can do it well. Football teams practice many times before games. Musicians practice before performances. Ask students to think about other instances where people practice in order to improve their performance. *Actors and actresses practice their plays many times before they present them to audiences. A practice before a play is called a rehearsal.*

Places! Put the props in place, and then run through a rehearsal with students. Stress the importance of students' knowing where they should be at each point in the play. You might want to repeat the rehearsal one or more times so students feel confident, but not so often that they get bored with the show. You may want to have students wear their masks for all rehearsals so they get used to speaking and singing in them. Hold a full dress rehearsal just before the show so students are comfortable performing in their entire costumes.

How did we do? After each rehearsal, have students talk about what went well and what could be improved upon. *How did you do today? Did you follow the script? Were characters in place? Did the props work out well? How was your singing?* Give students time to reflect and comment on their performance.

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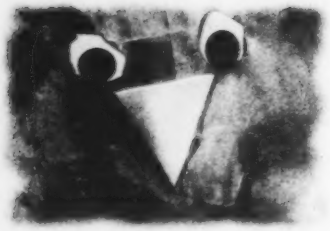

It's a Grind

Activity
grinding seeds

Materials
grain seeds (wheat berries, barley, rice, oat groats), magnifying glasses, grinding stones or mortar and pestle, electric mixer or food processor, bowls, commercial flour

Time Frame
1 session

Learning Goals
- making observations
- making comparisons
- counting

What happens when you grind grain seeds? Students take turns grinding seeds and observe the changes that occur from seed to flour.

Examining the seeds Distribute the grain seeds, a few to each student. Have students examine the seeds with a magnifying glass. *What do you see? How would you describe the seeds? How are they alike? How are they different from each other? How do these grain seeds compare to the seeds you found on our seed hunt?* Give students time to share their thoughts.

The grind begins *What do you think will happen if we grind these grain seeds? Let's take turns grinding them to find out. Each person will get twenty grinds. Let's count together.* Put some seeds on the grinding stone or in the mortar, and demonstrate how to grind them with a stone or pestle. Then give each student a turn grinding the seeds. Count the 20 grinds together. *"One, two, three..."*

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What's happening? As students proceed with the grinding, ask them to comment from time to time on how the seeds look. *What kinds of changes are you seeing?* When everyone has had a turn, have students share their thoughts about grinding. *Was it easy to grind the seeds? How do the seeds look now?* Ask students to imagine having to grind seeds to get all the flour they use at home. Explain that before there were mills and other machinery for grinding food, people ground all their grain by hand, which was a lot of work.

Take the seeds students have ground and grind them further in a food processor or electric mixer to make a finer grain.

After grinding the seeds, pour the flour into a bowl for students to observe, feel, and taste. Pour some store-bought flour into another bowl for a comparison. *What has happened to the seeds? What do they look like now? How does the ground-up seed compare to the flour from the store? Does it feel the same? Does it taste the same?* Have students share their observations.

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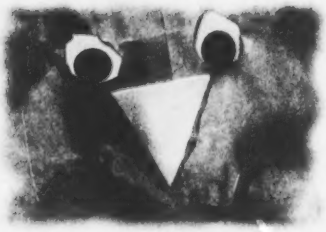


Bread All Around

Activity
learning about breads from around the world

Preparation
Bring as great a variety of breads from different cultures as you can, including unleavened bread such as flat bread. Obtain a copy of *Bread, Bread, Bread* by Ann Morris.

Materials
plastic bags or clear plastic wrap, world map (optional)

Time Frame
1 session

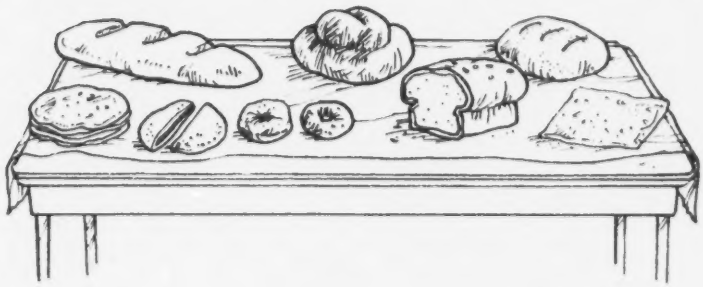
Learning Goals
- learning about different cultures
- making comparisons

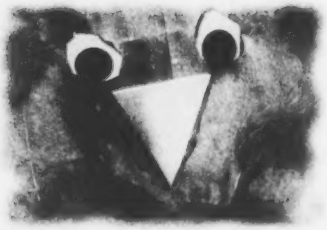
This one tastes good! This one has a hard crust. That one has whole seeds in it. Students learn about breads from around the world and then have their own bread tasting.

Reading the story Gather students together and read *Bread, Bread, Bread.* After the story, ask students to describe the different kinds of bread they eat. *When do you eat bread? What kind of bread do you eat?* Ask them to describe different breads by color, hardness, shape of loaf, and so on.

Comparing breads Arrange the different types of bread on a table, using plastic bags or plastic wrap so students can see the bread clearly, but it stays clean for the tasting. Go over the names of the different breads, explaining a little about each one and telling where it is traditionally made. Point out the places on a map, if possible. Talk about how the breads are alike and different. *Which breads are alike in some way?* Encourage students to describe groups the bread could be sorted into—as many as they can. Sort the breads in the ways students describe.

Tasting Cut small pieces of each kind of bread for the students to taste. Talk about the different tastes, encouraging students to try any breads they have not tasted before.





Shake and Bake

Activity
making bread and butter

Preparation
Make arrangements to use an oven. Make a copy of the Bread Recipe (p. 75–76). Gather baking materials for groups of 4 students: flour, yeast, sugar, oil, milk, salt, heavy cream, mixing bowls, measuring cups, stirring utensils, waxed paper, plastic wrap, baby food jars or small plastic containers with tight lids, $5\frac{3}{4}$" × $3\frac{1}{4}$" × 2" bread pans.

Materials
scrap paper

Time Frame
Phase I: 1 session
Phase II: 1 session
Phase III: 1 short session

Learning Goals
- making observations
- reading a recipe
- measuring ingredients
- following directions
- dividing into equal portions
- learning how food is made

Mix together some oil, yeast, sugar, milk and flour. Knead a little, then let it rise. Put it in to bake and then shake, shake, shake the cream. Students will be impressed with their ability to make their own bread and butter.

Phase I: Making Bread

Reading a recipe Work with groups of four students at a time while the others work on another activity such as Star Pictures (see p. 53). Show the Bread Recipe, a mixing bowl, and measuring cups and spoons to students. *What is a recipe? When do you use a recipe?* Let students talk about experiences they've had cooking or helping in the kitchen.

Mixing the ingredients Go step by step through the recipe with students, letting them measure and mix the ingredients. *How much yeast do you need? Empty the package of yeast into the bowl. How much sugar does the recipe call for? Which spoon is the tablespoon?*

Kneading and rising After the flour is added, have students turn the dough out on waxed paper coated with flour. Demonstrate how to knead the dough, pushing and turning it into itself. Have students take turns kneading, counting quietly to 20 for each turn. *Take three turns at kneading the dough. Count to twenty for each turn.* Have someone in the group butter the pan during the kneading. *After*

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everyone has had three turns kneading, shape the dough so it will fit in the pan. Place the dough in the pan and cover it with plastic wrap. Explain that the dough needs to sit in a warm place until doubled in volume (about 30 minutes) before it goes into the oven. Have the students place the bread dough in a warm spot.

In the oven Have students look at the dough after 30 minutes. ***Do you notice anything different about your bread dough?*** Students should notice that the dough has risen and expanded in size. Explain that the yeast in the dough causes it to rise. ***Your bread is ready to be baked. It will bake for thirty minutes, and then it will be ready to eat.*** Take the bread to an oven to bake. You may need to work in shifts if the oven is small.

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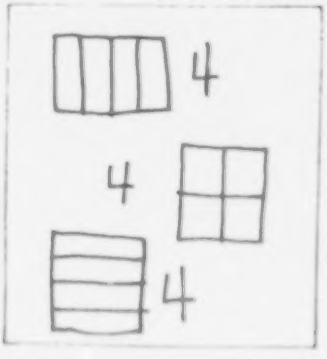
Phase II: Making Butter

Shaking the cream Place 3–4 tablespoons of heavy cream in each jar or plastic container and put the lid on securely. Give a container to each group. *Describe what is inside your container.* Explain that there is cream in the container and that students will shake the container and see what happens to the cream. *What do you think will happen after you shake the container?* Then have students take turns shaking the container while you read a story aloud to them.

Is it butter yet? From time to time, have students look inside their cream containers. *Describe what you see. Have there been any changes?* Let students taste a little sample. *What does it taste like? What is it?* Students should realize that the cream has become butter. Explain that butter is made from cream and that they have just made their own butter for their bread!

Phase III: A Feast of Bread and Butter



Dividing the bread After the bread is baked and cooled and the butter made, tell students that it is time to eat the bread. *How can you make sure everyone in your group gets a fair share of the bread?* Distribute the scrap paper and have students draw pictures to show different ways they could cut the loaves into four equal parts, drawing their cuts on the paper. *How many ways did you find?* Have different groups share their solutions. Let students divide their loaves of bread and begin eating. *Don't forget to share the butter for your bread.*

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ONGOING PROJECT

Star Pictures

Activity
making self-portraits

Preparation
Make copies of Star Outline (p. 77), 1 per student.

Materials
crayons, glitter, glue

Time Frame
1 session

Learning Goals
- drawing self-portraits
- writing details about oneself

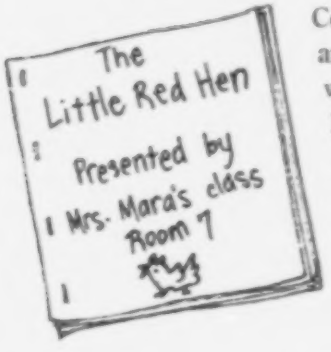
In this activity, the walls are brightened by autographed pictures of the stars. Students draw self-portraits and write minibiographies to create this display.

Making the pictures Tell students that theaters often have pictures of the performers hanging in the lobby or front of the theater. *We can decorate our classroom theater with pictures of the people who are putting on this production of "The Little Red Hen."*

Distribute copies of the Star Outline. *Draw a picture of yourself on the star. Then cut out the star and decorate it with glitter if you wish. Sign your name at the bottom of your picture.*

Writing a minibiography Tell students that they should also write a little bit about themselves to go with the pictures. *On separate writing paper, write a little bit about yourself and tell who you are playing in "The Little Red Hen." We'll put this information up with your picture for our guests to see.* Give students time to draw their self-portraits and write or dictate information about themselves. Their information might include name, birthday, age, number of brothers and sisters, and so on. They should include the part they are playing. (Alternatively, you could ask students to write the part on their picture.)

Making the programs Tell students that you will use their pictures to create a program for the play, a booklet given to the audience that tells about the actors and their roles.



Copy and reduce each student's star picture and arrange the pictures to create a program. You may wish to have students make a design for the cover. Make copies of the program for students to hand out the day of the play.

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ONGOING PROJECT

Setting Up Seats

Activity
arranging chairs for the big show

Materials
linking cubes, unlined paper, crayons

Time Frame
1 session

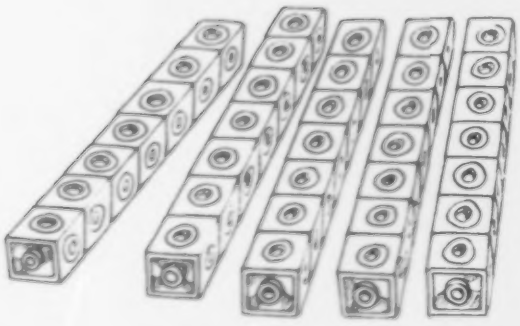
Learning Goals
- planning arrangements
- counting
- skip counting

The students make models of the seating plan for their audience. The favorite plan will be used to arrange the chairs on the day of the play.

Finding the total When all the reply cards have been returned, get a count of the number of people expected for the play. Have students take a linking cube to show each person from their family who is coming and place it on a table. Students can connect all the cubes in groups of 10 and then count them as a class to find the total.

Arranging the chairs Distribute one linking cube per audience member to each pair of students. *How many chairs will we need for our play? How can we set up the chairs? What if we set up rows of two chairs?* Let pairs of students use the linking cubes to show the arrangement. Draw the cubes in twos on the chalkboard as the students work. *Let's count the cubes together again. This time we'll count in a soft-loud pattern: 1, **2,** 3, **4,** 5, **6,**....* Then count the cubes together once more, this time skip counting by twos.

What if we set up rows of five chairs? After the students have made their cube arrangements, ask if there are any leftovers. *Where can the leftovers go?* Let the students decide. Then count the chairs by fives together, first using a soft-loud pattern (1, 2, 3, 4, **5,** 6, 7, 8, 9, **10,**...), then skip counting by fives.



Have the students work in pairs to explore other arrangements of chairs (4, 3, or 10 in a row, for example). When each pair has found an arrangement they like, have them draw a picture of it.

Display the students' work and discuss which arrangement would work best for their audience. Plan to use that arrangement for the big show.

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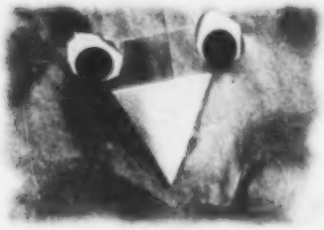


Selling Refreshments

Activity
working with coins and making change

Preparation
Make copies of Buying Cards I (p. 78), Refreshment Cards (p. 79), and Buying Cards II (p. 80), 1 per student.

Materials
coins (quarters, dimes, nickels, pennies), scissors, chart paper

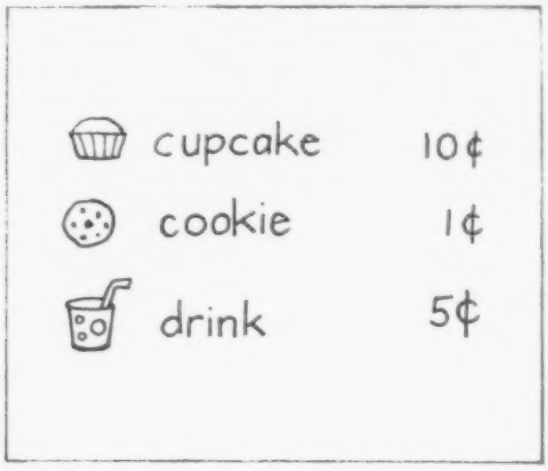
Time Frame
2 sessions

Learning Goals
- identifying coins
- using coin values to solve problems
- making change

If a cookie costs 10¢, what coins could you use to pay for it? Students practice using coins and making change.

Selling at the theater Distribute coins to each student. Explain to students that theaters often sell refreshments at intermission. *Imagine that you are selling refreshments at your show. Suppose cupcakes cost ten cents each.* On a sheet of chart paper, write "cupcakes 10¢." *Show me with your coins how much ten cents is.* Have students suggest different ways to make 10¢ with their coins. On another sheet, make a chart showing all the ways to make 10¢: 1 dime; 2 nickels; 1 nickel and 5 pennies; 10 pennies.

Let's sell cookies and drinks, too. The cookies will be one cent each, and the drinks will be five cents. Show me with your coins how much a drink is. Now show me how much a cookie is. Add drinks and cookies to the chart-paper list, and post the chart for students to refer to.



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Buying refreshments *Suppose you wanted to buy a drink and a cupcake. What coins could you use?* Let students work with their coins to come up with answers. Practice a few more problems with the class.

Distribute copies of Buying Cards I for students to cut out. Have students work in pairs, reading a Buying Card and showing the coins they would use to buy the things on the card. Refreshment Cards may be used as additional support to help students represent the separate items on each Buying Card and figure out their cost. *Take turns with your partner. Pretend one of you is the seller and one is the buyer. The buyer uses coins to buy the things on the card. The seller checks to be sure the amount is correct.*

Making change On another day, pose this problem: *Suppose someone gives you a dime to buy a drink. How much change will you give back?* Again, let students work with their coins to figure out the change. Give them a few more problems for practice.

Hand out Buying Cards II to pairs of students and have them cut out the cards. This set of cards shows what is purchased and also how much the buyer gives the seller. *Take turns being the seller and the buyer. The buyer gives the seller the coins on the Buying Card. Then the seller figures out how much change is due and gives it to the buyer. The buyer checks to make sure the change is correct.*

Clinic

Recognizing Coins

Play a game with students who need practice naming coins. Set out a pile of coins and go over the names. Put one of each coin in a bag, then have each student take any 10 coins from the pile. Have students toss their coins so there are heads and tails. Draw a coin from the bag without showing it to the students. Name the coin. Students look for that coin and remove it from their sets (only one per turn). Show the coin to check. Continue until someone has run out of coins.

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ONGOING PROJECT

The Big Show

Activity
performing the final show

Preparation
Set up chairs, arrange for refreshments if desired, put up scenery, and post actors' pictures. Make sure the room is ready for the play.

Materials
props, costumes, scenery, refreshments, programs

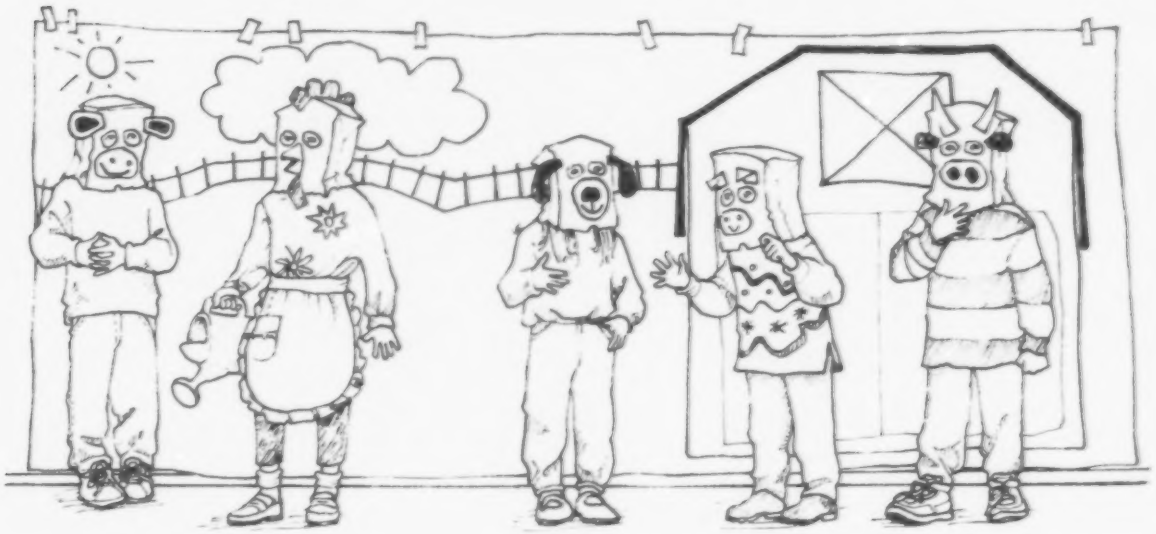
Time Frame
1 session

Learning Goal
- using presentation skills

Let the show begin! Students perform the play and then autograph programs for their fans.

Show time Meet with the class to discuss today's big event—sharing the play with families and friends. Be sure everyone knows what to expect and what to do when the guests arrive. Go over any last-minute instructions or checks. Be sure to remind everyone to have fun!

It's a hit! After the closing song, serve refreshments if you wish, and let students mingle with the audience and sign their autographs. Be sure to congratulate students on their performances and to thank any parents who helped. No matter if students missed lines or cues, if props broke or costumes sagged, or if there weren't enough programs or cookies. The experiences students have had throughout this unit were sure to make "The Little Red Hen" a hit!



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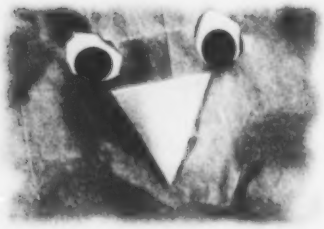

Looking Back

Activity
evaluating the unit

Materials
unlined paper, crayons

Time Frame
1 session

Learning Goals
- assessing the unit activities
- assessing one's own work
- expressing ideas through drawing

The students take time to look back over the unit. What did they like? What did they learn? They express their ideas through art.

Discussing the unit Ask students to think back over the activities they did in the unit. The play will no doubt loom large at this time, so you may want to remind students of their many other accomplishments. The following questions may spark interesting discussions:
What did you like best about this unit?
What was the most challenging part of the unit?
What will you remember most about this unit?
Tell some new things you learned during this unit.
What should I change the next time my class does the unit?

Self-reflection *I want you to think about two questions: First, what was your favorite activity in this unit?* Give students a minute to think. *Now think of the things you did well in the unit. What are you proudest of?*

Ask students to draw two pictures, one showing their favorite part of the unit and the other showing their proudest achievement.

When students have finished, bring them together to discuss their work. Volunteers may want to tell why they chose certain activities or moments to draw. You may want to meet with students individually to discuss their evaluations further.

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Farm Animal Name Cards

hen	cow
horse	pig
goat	dog

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Farm Animal Name Cards

cat	sheep
goose	duck
rabbit	rooster

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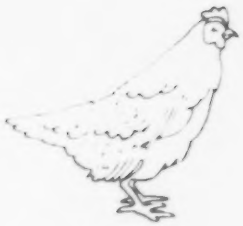
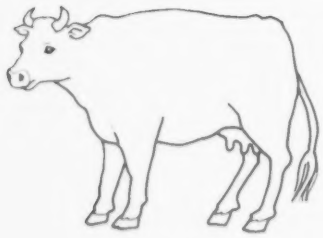
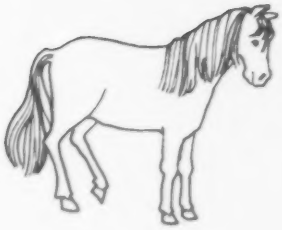
Farm Animal Cards



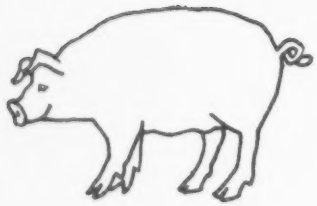
hen



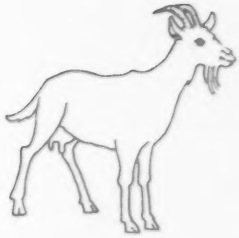
cow



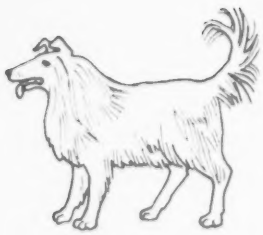
horse



pig



goat



dog

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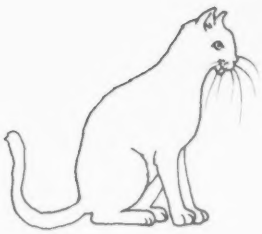
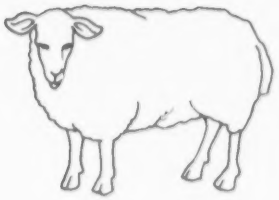
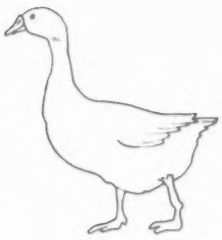
Farm Animal Cards



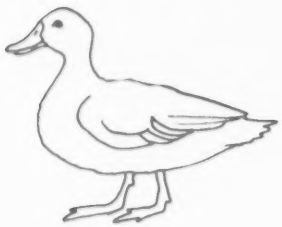
cat



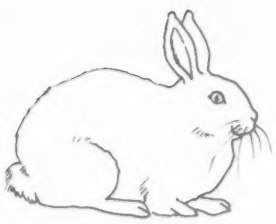
sheep



goose



duck



rabbit

rooster

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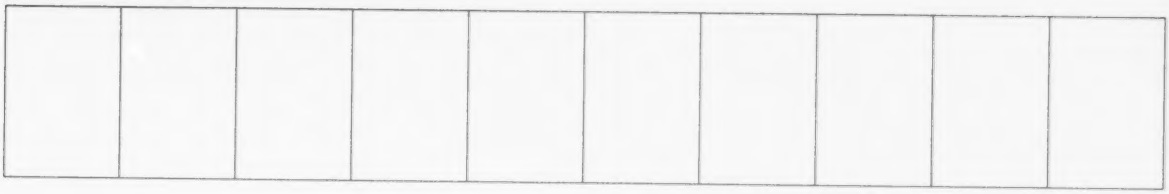
Number Book



On my farm, I have _____.

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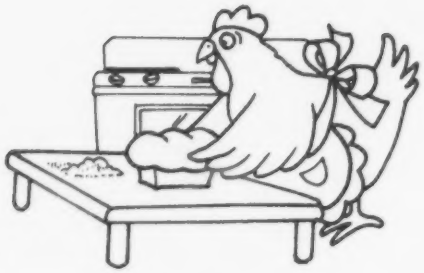
Sequence Cards



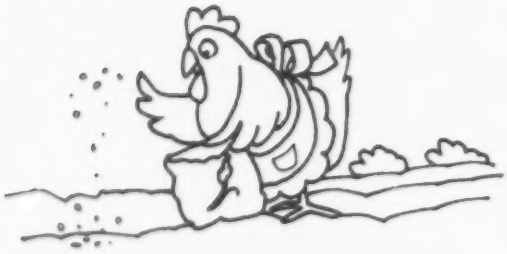
baking

grinding

threshing

harvesting

eating



planting

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Action Cards

swimming	dancing	drinking
singing	painting	skating
cooking	writing	reading

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Feelings Cards

happy	sad	nervous
surprised	mad	grouchy
afraid	excited	proud

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The Little Red Hen

Scene 1

Narrator 1: Once upon a time, a little red hen lived on a farm with her little chicks. She worked hard every day.

[The hen is sweeping with a broom. The chicks are clucking around her.]

Narrator 1: One day, she found some grains of wheat.

Hen: Who will help me plant the wheat?

Animal Friends: Not I!

Not I!

Not I!

Not I!

Hen: Then I will do it myself.

Narrator 1: And she did.

[The little red hen plants the seeds.]

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Scene 2

Narrator 2: The wheat grew taller and taller. Soon it was time to harvest the wheat.

Hen: Who will help me harvest the wheat?

Animal Friends: Not I!

Not I!

Not I!

Not I!

Hen: Then I will do it myself.

Narrator 2: And she did.

[The little red hen cuts down the wheat.]

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Scene 3

Narrator 3: At last the wheat was harvested. It was time to thresh the wheat.

Hen: Who will help me thresh the wheat?

Animal Friends: Not I!

Not I!

Not I!

Not I!

Hen: Then I will do it myself.

Narrator 3: And she did.

[The little red hen threshes the wheat.]

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Scene 4

Narrator 4: At last the wheat was threshed. The little red hen had a bag full of grain.

Hen: Who will help me take this wheat to the mill to be ground into flour?

Animal Friends: Not I!

Not I!

Not I!

Not I!

Hen: Then I will do it myself.

Narrator 4: And she did.

[The little red hen goes to the mill.]

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Scene 5

Narrator 5: The miller ground the wheat into flour. The little red hen took home a bag of flour.

Hen: Who will help me bake bread with this flour?

Animal Friends: Not I!

Not I!

Not I!

Not I!

Hen: Then I will do it myself.

Narrator 5: And she did.

[The little red hen starts to mix the dough.]

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Scene 6

Narrator 6: The little red hen mixed the flour with butter and water. She kneaded the dough. She put the dough in the oven. At last the bread was baked.

Hen: Who will help me eat the bread?

Animal Friends: I will! I will! I will! I will!

Hen: I planted the wheat.
I harvested the wheat.
I threshed the wheat.
I took the wheat to the mill
to be ground into flour.
I baked the bread.

Now I'm going to eat the bread.

Narrator 6: And she did.

[The hen and her chicks eat the bread.]

Narrator 6: After that, if there was work to be done, everyone helped out. As soon as they heard the words, "Who will help?" they answered.

All: I will! I will! I will!

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Name _____ Date _____

Dear Family,

Our class is putting on a play of the folktale "The Little Red Hen." Your child will play the part of _____ in the play. There are many things to do as we prepare for the play, and we're having an exciting time.

Now we are making costumes, and we need your help. Your child has made a mask that looks like his or her character. Please help your child find a large T-shirt and pants or stockings in a color consistent with the character's look. We will need the clothes by _____ when we start rehearsing the play.

We appreciate your help!

Sincerely,

Your child's teacher

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Closing Song

De colores A traditional Spanish song

De colores, de colores se visten los campos en la primavera.
De colores, de colores son los pajaritos que vienen de afuera.
De colores, de colores es el arco iris que vemos lucir.
Y por eso los grandes amores de muchos colores me gustan a mí.
Y por eso los grandes amores de muchos colores me gustan a mí.

Canta el gallo, canta el gallo con el quiri, quiri, quiri, quiri, quiri.
La gallina, la gallina con el cara, cara, cara, cara, cara.
Los polluelos, los polluelos con el pio, pio, pio, pio, pi.
Y por eso los grandes amores de muchos colores me gustan a mí.
Y por eso los grandes amores de muchos colores me gustan a mí.

English Translation:
In Colors

In colors, in colors the fields dress during the spring.
In colors, in colors are the little birds that come from other places.
In colors, in colors is the rainbow that we see displayed.
And that is why I love many colors.
And that is why I love many colors.

The rooster sings, the rooster sings with the cockle-doodle do.
The hen, the hen sings with the cluck, cluck, cluck, cluck, cluck.
The little chicken, the little chicken with the cheep, cheep, cheep, cheep, cheep.
And that is why I love many colors.
And that is why I love many colors.

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Bread Recipe

1.

Yeast

1 package

Sugar

1 tablespoon

Warm water

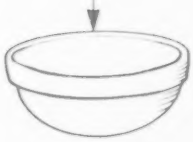
3 tablespoons

Mix.

2.

Oil

1 tablespoon

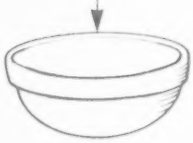


Mix.

3.

Milk

$\frac{1}{2}$ cup



Mix.

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Bread Recipe

4.

Salt

$\frac{1}{4}$ teaspoon

Flour

$1\frac{1}{2}$ cups

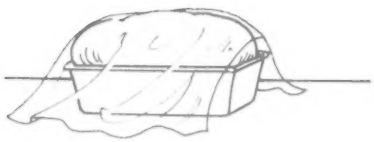
Mix.

5.

Put flour on waxed paper.

Knead dough for 5 minutes.

6.



Put bread in pan. Cover with plastic wrap. Let rise 30 minutes.

7.

Bake at 350°F for 25 to 30 minutes.

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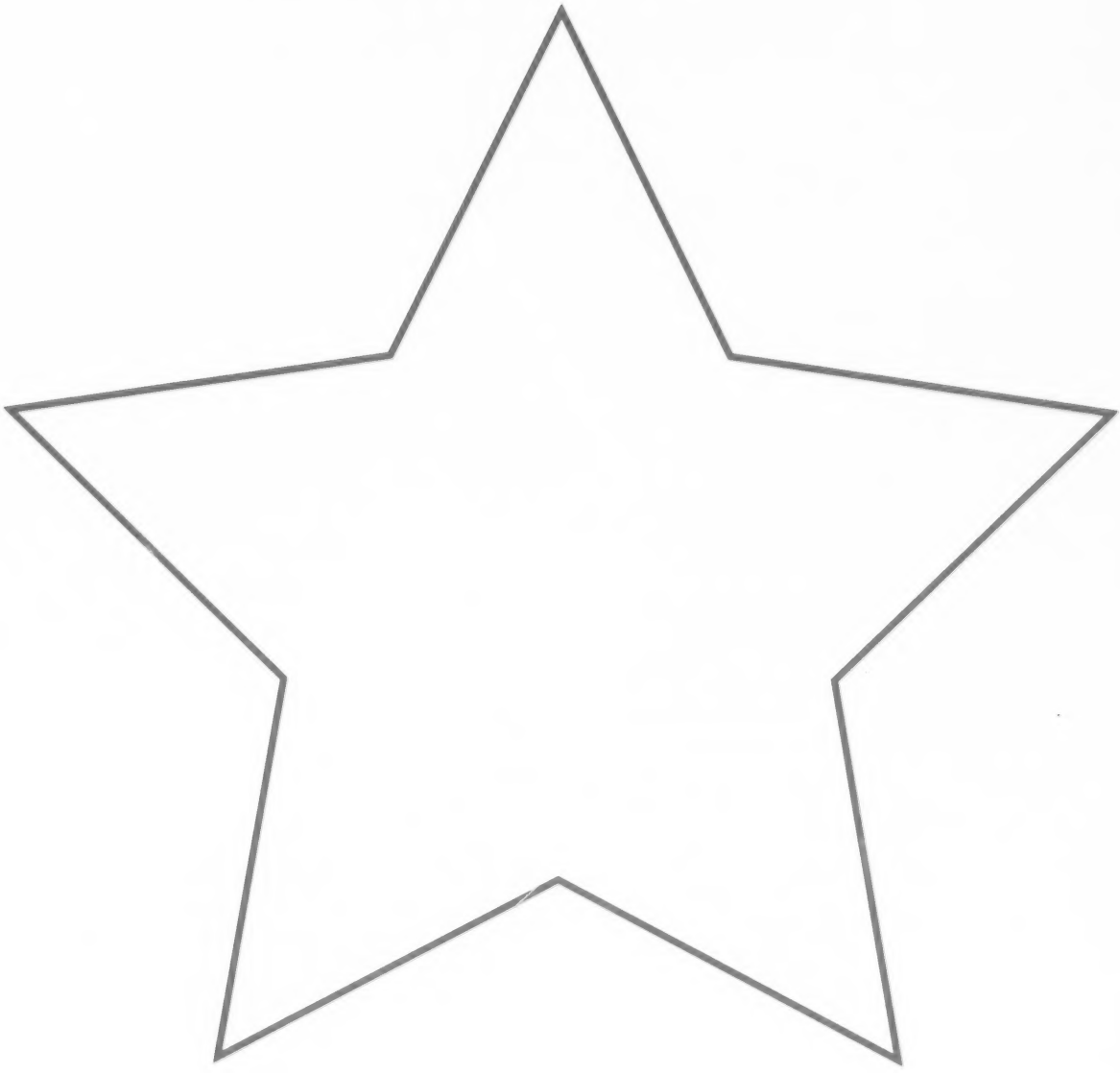
Star Outline



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Buying Cards I

1 cookie 1 drink	1 drink 2 cookies
3 cookies	1 drink 1 cookie 1 cupcake
2 cupcakes	1 drink 1 cupcake
3 drinks	2 cupcakes 1 cookie

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Refreshments

cupcake 10¢	cupcake 10¢
cupcake 10¢	cupcake 10¢
cookie 1¢	cookie 1¢
cookie 1¢	cookie 1¢
drink 5¢	drink 5¢
drink 5¢	drink 5¢

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Buying Cards II

1 cookie	**1 cupcake**
3 cookies	**4 cookies**
1 drink	**2 cookies**
1 drink **1 cookie**	**1 drink** **3 cookies**

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